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ABSTRACT

Head Start grantees play a critical role in the development and testing of new program approaches and service delivery models. This survey of program initiatives covers both Head Start program initiatives and developmentally appropriate curriculum materials. Each section includes an overview and profiles of programs, including grantee address, purpose, and major accomplishments. Part One, "Head Start Program Initiatives," describes a total of 50 projects in the following areas: (1) "Health," including nutrition and wellness, prevention/intervention, alcohol and substance abuse, neglect, abuse, and violence; (2) "Self-Sufficiency"; (3) "Teen Parenting"; (4) Intergenerational Activities"; (5) "Family Child Care and Home Visitors"; (6) "Computers as Learning Tools"; (7) "Playgrounds"; and (8) "Education," including programs with non-English-speaking families, the homeless, and bilingual populations. Part Two, "Head Start Curriculum Materials," covers (1) "Curriculum Frameworks"; (2) "Specialized Curricula"; (3) "Curriculum Enrichment"; (4) "Resource Materials"; and (5) "Staff and Parent Development." Two appendices include guidelines for curriculum content and an evaluation checklist. (BGC)

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Program Enrichment

Building on Local Innovations in Head Start

PS 024296

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Demonstration projects are a key aspect of Head Start as it continually strives to provide high quality comprehensive services to families and young children. The collective experiences and insights of Head Start grantees who developed and implemented innovative demonstration projects as part of the 1988 Innovative Demonstration Grants funding cycle are surveyed in this document. These projects address a wide array of topics including substance abuse prevention, teen parenting, education, mental health, and use of computers in Head Start classrooms.

Inclusion of resources in this directory does not imply endorsement by ACYF. ACYF expects grantees to use the Head Start Program Performance Standards and Head Start's Multicultural Principles as a basis for program development. Grantees are also encouraged to use the "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8" (National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education, 1991) which is reprinted in the appendices along with a checklist for assessing curriculum materials.

U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Head Start Bureau

Program Enrichment

Building on Local Innovations in Head Start

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Introduction

Head Start was created in 1965 to serve as a comprehensive child development program for low-income families with young children. The program is administered by the Head Start Bureau, Administration on Children, Youth and Families (ACYF), Administration for Children and Families, Department of Health and Human Services.

Head Start's accomplishments are recognized within, and far beyond, the field of early childhood education and child development. To maintain high levels of program quality, however, Head Start continually seeks ways to improve its services by implementing recent advances in knowledge that enable it to anticipate, and be responsive to, changes in families and society.

Grantees play a critical role in the development and testing of new program approaches and service delivery models. Local agencies operate primarily with an established base level of funding for program operations and training. To broaden their capacity to serve children and families, in 1985 and again in 1988, they had the opportunity to compete for discretionary grants from ACYF to conduct innovative demonstration projects.

Demonstration projects are intended to explore issues that require resources beyond those available through regular Head Start funding. Grants enable local agencies to plan and implement creative approaches to solve long-standing and/or emerging challenges that face Head Start families with regard to child development, as well as social and economic factors.

Many communities are searching for effective ways to address similar issues, so ACYF encourages recipients of demonstration grants to disseminate information about their projects' designs, implementation, and outcomes to interested agencies. This report highlights accomplishments of innovative demonstration projects funded between 1988 and 1991, which is often referred to as Cycle II.

This survey of program initiatives is conveniently divided into two parts. Part I describes 50 projects that address

- Health
- Self-sufficiency
- Teen parenting
- Intergenerational activities
- Family child care and home visitors
- Computers as learning tools
- Playgrounds
- Education

For each issue, selected projects are highlighted in an overview, and then profiles of all projects offer a brief record of major accomplishments. These projects were funded from 12 to 24 months at levels ranging from $8,306 to $200,000 annually. Overall, they report many successes. Even when the concepts worked in ways other than those expected, their outcomes provide critical data for programs seeking ideas to improve their efforts in these areas.

Summaries of 33 developmentally appropriate curriculum projects developed by Head Start grantees through innovative demonstration grants are included in Part II. Their materials fall into five categories

- General curriculum frameworks, including comprehensive approaches
- Specialized efforts geared toward a specific population or topic
- Enrichment materials
- Resource materials for classroom teachers and home visitors
- Development materials for staff and parents

Some Head Start agencies developed curriculum materials they hoped to make available to other programs. Others focused on the *process* of developing curricula.

* * *

ACYF encourages Head Start grantees to exchange information about these and other program improvement efforts. Therefore, readers are urged to contact these programs for more information or to order materials when they are available. Contact the individual or local Head Start agency listed in each project profile.

Another good reference for information regarding innovative projects is *Head Start Reaches Out: 1985 Innovative Projects, Final Report*. This document reviews the accomplishments of 32 Head Start Innovative Projects in 22 states and the District of Columbia. A copy of this publication may be requested from the Head Start Bureau, P. O. Box 1182, Washington, DC 20201.

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Part I Head Start Program Initiatives

The 50 demonstration projects reviewed here offer Head Start grantees and other human service providers a wide variety of potential areas in which to improve and expand. The successful experiences of these initiatives will multiply and endure as Head Start staff network with each other and community agencies to adapt these ideas to fit their local circumstances.

Health

Success of any human service program depends in large part upon the health of its participants. This is especially true for Head Start families, who often have numerous social and economic barriers to overcome. An array of health initiatives were focused upon by 18 grantees.

Overview

Nutrition and Wellness

Healthy staff and parents are good role models and teachers for young children. Therefore, nutrition and wellness projects offered education to Head Start families and staff on AIDS, the effects of abusing alcohol and other substances, and the development of self-esteem.

In some cases, Continuing Education Units were awarded to participants who successfully completed nutrition and wellness courses at community colleges. Tuition for staff was paid by grantees, and some parents were awarded scholarships. In other programs, agencies purchased fitness equipment such as exercise bikes and jump ropes. Visits to local health clubs enabled staff, families, and children to develop good exercise habits.

The ***South Central Community Action Agency*** in Twin Falls, Idaho, developed a model wellness program. Their aim was ambitious—to promote physical, mental, and emotional well-being—because:

> Wellness goes beyond the conventional approach to health. Wellness is optimal physical and mental well-being, a positive way of living. Head Start has long recognized the need for staff to be healthy or well in all respects.... Our emphasis has been on the development of health, rather than the prevention of illness. (South Central Head Start, Final Report)

Two other grantees also focused on wellness. The ***Wichita Child Day Care Association, Inc.,*** and the ***National Child Day Care Association*** in Washington, D.C., recognized that poor staff health has significant financial implications for Head Start. Employees who smoke, eat foods low in nutritional value, or exercise

infrequently tend to miss work more often, produce less, and incur higher medical bills and insurance premiums than their healthy co-workers.

Prevention/ Intervention

Stress is a concern shared by Head Start staff and families. Nurturing and caring are difficult for families who have insufficient incomes; are single heads of households; are substance abusers; or lack parenting skills, support groups, and adequate housing. Stress also jeopardizes the productivity and effectiveness of staff, who may face many of these same problems, compounded by work-related tension. By promoting wellness, grantees aimed to minimize program costs and maintain or enhance the quality of Head Start services.

Community Action, Inc., of Hays, Caldwell, and Blanco Counties, including the city of San Marcos, Texas, offered a combination of health education and extensive service delivery through its Dental Services for the Head Start Family project. Dentists provided information about dental cleaning and how to maintain strong teeth and gums. Children aged 15 months or older with a Head Start sibling received a dental examination and follow-up. The long-term goal was to reduce Head Start's future dental costs by educating parents and children about how to reduce children's dental problems.

Comments from participants suggest the wisdom of providing comprehensive dental health education for all Head Start families:

> I think these sessions are very informative. They stress to the parents the importance of good eating habits and good...dental health.
>
> I learned how to use the dental floss. It was a very good learning experience.
>
> Es muy bueno que den este tipo de programa para saber como cuidar nuestros dientes y principalmente, como cuidar los dientes de los niños.
>
> This program made me think about what I was serving my child to eat. Good food is as important as brushing teeth after meals.

Alcohol and Substance Abuse

An education/treatment approach was also used to address the causes of and problems associated with substance abuse. The ***Northwest Michigan Human Services Agency*** in Traverse City was one of four grantees to educate children, families, and staff about the problems substance abuse may cause and to provide counseling or other treatment for victims of substance abuse. The project provided four major services:

- Staff training on chemical dependency, alcoholism, codependency, and other dysfunctions

- A substance abuse prevention curriculum (24 hours during a 6-week period) for Head Start children
- Group parent education meetings and individual instruction on the materials the children used
- Referrals for assessment and treatment for families and staff in need of professional services

In a similar effort, ***Washington State Community College #17*** in Spokane developed, field-tested, and published a substance abuse curriculum titled *Children of Alcoholic Parents* (COAP) that includes a facilitator's manual. The project addressed a wide range of substance abuse issues. Support groups for young children were developed on the premise that alcoholism is a disease that can lead to numerous family and personal problems including anger, violence, neglect, unemployment, and poor health. Parents were encouraged to participate with their children and were referred on a voluntary basis. The greatest value of this project was its holistic family emphasis.

Self-Esteem

Entire families were also targeted by **Rural Alaska Community Action Program, Inc., (RurAL CAP)** in Anchorage. Its alcohol and drug abuse project—Beginning Alcohol and Addictions Basic Education Studies (BABES)—used colorful puppets to build self-esteem and teach children about the effects of alcohol and other harmful substances. Workshops for Head Start staff and parents addressed parenting skills and fetal alcohol syndrome. Children affected by alcohol abuse were identified and counseled. Though this project, families in three remote Alaskan villages with populations of less than 1,000 were successfully linked with organizations committed to preventive education.

Many Head Start families and staff are at risk for low self-esteem that often leads to destructive or violent behavior, poor health habits, low achievement, and a host of other problems. Therefore, ***Westmoreland Human Opportunities, Inc., (W.H.O.) Head Start Program*** in Jeannette, Pennsylvania, trained Head Start teachers, aides, home visitors, family service workers, and cooks to provide emotional support to program families. The rationale for this training was

> that self-esteem is the cornerstone of personal empowerment and that our perception of our personal effectiveness determines what we do and how well we do it, and that parents who feel empowered and have high self-esteem are more supportive of their spouses and children and cope more effectively with the world in general. ("Focus on Staff Self-Esteem Reaps Rewards," *National Head Start Bulletin*, Issue #34, pp. 8-9)

When given support to achieve a positive attitude, staff members became their own best sources of strength and achievement. As a result, staff members found that training helped them support

others better. This, in turn, strengthened their own sense of empowerment. The healthier outlooks of staff and parents created a more stable environment for young children's development. Successes of the program are documented in the W.H.O. manual *Enhancing Parent Self-Esteem Through Staff Training*.

Neglect, Abuse, and Violence

In a further extension of addressing self-esteem and family support, initiatives to prevent child neglect and abuse were implemented in five Head Start innovative projects.

Safe, Strong, and Free was a Child Assault Prevention (CAP) program offered in Findlay, Ohio, by ***Hancock, Hardin, Wyandotte and Putnam Community Action, Inc.*** Child-size dolls were featured during role play. In the first session, staff and children discussed children's rights and self-assertion skills. Children practiced saying "no" in certain situations and learned strategies to deal with challenges from bullies and aggressive children. Next, children learned and then practiced how to protect themselves from intrusive advances by strangers. In the third session, children talked about when tickling and kissing might be welcome and when they are inappropriate. Again, children learned strategies to deal with situations that were uncomfortable to them.

Our Friends' Place in Baltimore, Maryland, a satellite of ***St. Veronica's Head Start Center***, operated as a Foster Care Outreach Program. Mothers whose children had been removed from the home because of abuse or neglect were offered skills training and therapy groups to speed reunions with their children. Parents and children established more positive relationships with each other during structured, supervised visits in this home-like setting. Many parents who appeared in juvenile court were required to attend sessions held at Our Friends' Place before they could regain custody of their children.

The Baltimore City Department of Social Services credits this program with reuniting several families and teaching parents skills to keep their families intact. Equally important is the recognition by the families Our Friends' Place served. One mother credits the Nurturing Program, Economic Self-Sufficiency sessions, and group therapy for giving her the skills to regain custody of her children, who were removed from their home after she struck her oldest son. This mother is proud that she

> can now stand tall with my head held high, knowing that I made the extra effort...[and am] progressing more and more each day... [with] help from the counselors and staff who made everything possible.... (*Final Report*, p. 5)

Young children's play reflects their awareness of, and ability to duplicate, many different types of violence. Children pretend to shoot guns, rely on physical aggression to resolve their differences,

and glorify movie and television mayhem. At the same time, they often can articulate their fear:

> Sometimes people ask me what I will be when I grow up. I say, "I wonder if I'll grow up." (Rainbow House/Arco Iris, *Choosing Non-Violence*, Promotional Brochure)

The ***City of Chicago Department of Human Services***, working with ***Rainbow House/Arco Iris***, operates a shelter for battered women and children. Staff believe that

> our collective response to family violence can improve the classroom environment. It can also help children develop the values and social skills they need to become happy, safe, and stable adults. To achieve this end, we must enlist clear, practical positive, and reasonable approaches. (Rainbow House/Arco Iris, Choosing Non-Violence, Fact Sheet)

In response to these needs, Rainbow House/Arco Iris developed a book, *Choosing Non-Violence*, that offers sensible skills to prevent or end violence. This project's work provides an added measure of security for Head Start children and their families.

Profiles

Beginning Alcohol and Addictions Basic Education Studies (BABES)

Grantee: Rural Alaska Community Action Program, Inc. (RurAL CAP)
P.O. Box 200908
Anchorage, AK 99520
907-279-2511

Purposes: To identify and reduce stress experienced by children living in families disrupted by alcohol abuse. To facilitate primary prevention of alcohol and substance abuse, focusing on Head Start children and families. To break the self-destructive cycle of substance abuse. To empower community residents to develop a healthier lifestyle.

Major Accomplishments: Identified stressed young children and taught them coping skills. Started a women's support group in a target village. Operated "talking circles" as a means of communication and healing. Helped parents and staff to make changes for themselves. Increased staff interest in intervention-oriented training. Linked three small villages with organizations that offer prevention services.

Cheyenne-Arapaho Health Improvement and Parent Information Project

Grantee: Cheyenne-Arapaho Tribes of Oklahoma
P.O. Box 38
Concho, OK 73022
405-262-0345

Purposes: To identify and screen children younger than age 5 for health problems. To treat those with an identified need. To inform parents of their young children's health requirements.

Major Accomplishments: Reduced Head Start's medical costs by investing in preventive services to help children before they developed health problems or enrolled in Head Start. Increased parents' knowledge of issues and participation in activities affecting their children's health.

Children of Alcoholics Project (COAP)

Grantee: Washington State Community College #17
4410 North Market
Spokane, WA 99207
509-456-3948

Purposes: To break the cycle of family alcoholism and its attendant problems by working with adult children of alcoholics to stabilize their home environments. To develop and field test a support group for preschool children of alcoholics (COAs). To develop an appropriate curriculum and format for working with young COAs.

Major Accomplishments: A teacher helped a child problem-solve a drinking issue with a step-father. A formerly withdrawn child developed a relationship with a Head Start teacher. Developed a *Children of Alcoholic Parents* curriculum guide, facilitator's manual, and model that can be replicated in Head Start and other early childhood programs.

Choosing Non-Violence

Grantees: City of Chicago Department of Human Services
500 North Peshtigo Court
Chicago, IL 60611
312-744-1757
and
Rainbow House/Arco Iris
P.O. Box 29019
Chicago, IL 60629
312-521-5501

Purposes: To break the cycle of family violence. To equip teachers, parents, and children with the proper language to use to communicate strong feelings. To identify alternatives to violence. To help participants in the shelter for battered women and children to learn to accept feelings as a neutral reality.

Major Accomplishments: Trained staff in ways to address the issue of family violence with children by helping them to identify and deal with their personal experiences of violence. Taught children self-protective, self-defending, proactive responses to aggression. Provided staff, parents, and children with clear, understandable definitions of *violence* and *power*. Produced training programs, a teacher/parent guidebook (*Choosing Non-Violence*), and a videotape for staff, trainers of trainers, and parents.

The Community Pre-School Program

Grantee: Clay-Wilkin Opportunity Council
810 Fourth Avenue South Suite 142
Moorhead, MN 56560
218-344-8638

Purposes: To initiate a community cooperative program that provides case management services, including transition plans for children and parents. To serve families whose children are at risk for a host of problems and who have fallen between the cracks of community services.

Major Accomplishments: Established a continuum of services for families in need. Won recognition for Head Start as the catalyst and clearinghouse for community-center services delivery and collaboration.

Dental Services for the Head Start Family

Grantee: Community Action, Inc., of Hays, Caldwell, and Blanco Counties
415 South Mitchell Street / P.O. Box 748
San Marcos, TX 78666
512-392-1161

Purposes: To provide a dental education program to Head Start families. To give young siblings dental examinations and necessary follow-up services. To reduce long-term dental costs for Head Start.

Major Accomplishments: Reduced Head Start families' needs for dental care. Found new dentists to work with Head Start.

Enhancing Self-Esteem Innovative Project

Grantee: Westmoreland Human Opportunities, Inc. (W.H.O.)
Head Start Program
227 South Fourth Street
Jeannette, PA 15644
412-523-6890

Purpose: To offer self-esteem-building seminars for Head Start staff and parents to help them interact positively with children and therefore foster their positive self-esteem development.

Major Accomplishments: Prepared a training manual—*Enhancing Parent Self-Esteem Through Staff Training*—to outline the project. Taught management staff to model self-esteem-enhancing behaviors.

Fitness First Innovative Project

Grantee: South Central Community Action Agency
726 Shoshone Street / P.O. Box 531
Twin Falls, ID 83303
208-733-9351

Purposes: To develop health rather than prevent illness. To incorporate a conditioning program to encourage Head Start staff to increase their level of wellness. To increase the number of parents who choose to make wellness a major priority during the Head Start years and throughout their lives.

Major Accomplishments: Created an atmosphere that encouraged parents and staff to exercise regularly. Encouraged good nutrition for children, staff, and parents. Produced long-term health benefits.

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Foster Care Outreach

Grantee: St. Veronica's Head Start Center
2920 Joseph Avenue
Baltimore, MD 21225
410-354-0220

Purposes: To prepare mothers for reunions with their children who had been removed from the home because of parental abuse or neglect. To encourage positive parent-child relationships. To offer therapy and skills training to mothers.

Major Accomplishments: Reunited mothers with their children through services at Our Friends' Place. Taught mothers valuable parenting and self-sufficiency skills. Offered group therapy for mothers so they could develop support groups and make new friends.

Head Start Innovative Health and Nutrition Project

Grantee: National Child Day Care Association
1501 Benning Road, N.E.
Washington, DC 20002
202-397-3800

Purposes: To promote preventive health services, education, and early intervention. To help staff, children, and families understand the relationship between nutrition and health.

Major Accomplishments: Staff and parents watched their weights by developing sensible eating patterns with the assistance of registered dietitians and by exercising regularly. Children and adults received extensive health and nutrition education information. Physicians, dentists, and nurses contributed in-kind services. Grocery and drug stores provided nutritional pamphlets and walking tours of healthy foods sections.

Healthy Lifestyles

Grantee: Wichita Child Day Care Association, Inc.
1069 Parklane
Wichita, KS 67218
316-682-1853

Purposes: To promote wellness and healthy lifestyles among Head Start children, parents, and staff through a program of health education and physical fitness. To perform health risk appraisals, cholesterol screenings, blood pressure checks, and height and weight measurements. To train staff in nutrition and weight control, exercise concepts, and self-care.

Major Accomplishments: Educated staff and parents on healthy lifestyle requirements. Served as catalyst for major lifestyle changes among staff, children, and parents resulting in weight loss, better coping skills, stress reduction, and improved mental health. Conducted regular walks for parents and children.

HIV/AIDS Awareness Project

Grantee: Rural Alaska Community Action Program, Inc. (RurAL CAP)
P.O. Box 200908
Anchorage, AK 99520
907-279-2511

Purposes: To educate rural Alaska Native Head Start families and staff about HIV infection and AIDS. To reduce the risk of HIV transmission. To produce an environment that is supportive of Alaska Native children and adults who may be living with someone who has tested HIV-positive.

Major Accomplishments: Developed a poster and a five-part, 45-minute videotape series of interviews with HIV-positive Alaska Natives and American Indians. Developed and aired public service announcements addressing AIDS and safe sex. Disseminated family learning packets.

Parents and Children Together (PACT)

Grantee: Shasta County Head Start Child Development, Inc.
2151 Kenyon Drive
Redding, CA 96001
916-241-1036

Purpose: To collaborate with primary service providers in Shasta County to provide a center-based treatment and intervention program for abused and neglected children and their families.

Major Accomplishments: Developed a reasonable, measurable action plan to help social workers stabilize families. Worked with the courts to place abused children in settings that best suit their needs and recognize their rights.

Project Early Start

Grantee: Community Help and Involvement in
Low Income Decisions (C.H.I.L.D.), Inc.
1642 West Shore Road
Warwick, RI 02889
401-737-0403

Purposes: To develop and conduct prevention/early intervention strategies. To work with families at risk for child abuse and/or neglect. To instill a greater degree of social competence and parenting skills in the target population.

Major Accomplishments: Utilized state-funded infant rooms and vans. Bolstered the morale of the child care community. Conducted biweekly education visits with each family.

Project Eight Steps

Grantee: Educational Alliance
197 East Broadway
New York, NY 10002
212-475-6200

Purposes: To address the expressed needs of people recovering from substance abuse to help them reclaim their self-respect and break the cycle of drug abuse. To address the need to develop a Head Start substance abuse program specifically targeted to high-risk and substance-abusing Head Start parents.

Major Accomplishments: Developed a parenting curriculum. Trained parents in a peer setting with the assistance of family workers and adults rehabilitated from substance abuse. Videotaped training sessions.

Project Youth 2000

Grantee: Northwest Michigan Human Services Agency, Inc.
3963 Three Mile Road
Traverse City, MI 49684
616-947-3780

Purposes: To raise the Head Start community's awareness of issues involving chemical dependency and codependency. To intervene with abusing and dependent families and staff. To strengthen protection potential and resiliency factors of at-risk children in Head Start. To conduct a classroom prevention program on chemical dependency for all Head Start children.

Major Accomplishments: Obtained inpatient and outpatient treatment for families in need. Emphasized chemically dependent families' needs within the mental health component. Spotlighted further related training for Head Start staff and the implications for families and classrooms. Implemented a substance-abuse prevention curriculum with Head Start children. Developed a pilot parent resource center that was managed with a high level of parent leadership.

Safe, Strong, and Free

Grantee: Hancock, Hardin, Wyandotte and
Putnam Community Action, Inc.
122 Jefferson Street / P.O. Box 179
Findlay, OH 45839
419-423-3755

Purpose: To train Head Start personnel to implement and use a community-based preschool child assault prevention (CAP) program designed to provide children with the knowledge and strategies to help prevent them from becoming victims of verbal, physical, and sexual assault.

Major Accomplishments: Trained all Head Start teachers and coordinating staff in the CAP preschool model. Enhanced staff and child awareness of prevention strategies.

Special Parent Child Center

Grantee: Action for Boston Community Development, Inc.
178 Tremont Street
Boston, MA 02111
617-357-6000

Purposes: To provide a supportive environment for preschool children who have AIDS or are HIV-positive.

Major Accomplishments: Mainstreamed HIV-positive preschoolers who were in remission. Provided in-hospital services to the sicker children. The expectation that HIV-positive children would not survive the preschool years proved false, which provided hope that young HIV-positive children could benefit from a program that stressed caring and individualized attention.

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Self-Sufficiency

Jobs that pay wages that enable adults to support their families are scarce for those who lack a high school diploma, General Equivalency Diploma (GED), or marketable job skills. Head Start parents often face barriers to better employment including lack of awareness about job training, inability to afford child care, limited life-management skills, and unstable family settings. Head Start has always encouraged family members to learn self-sufficiency skills through their parent involvement activities, and to enter the job market by joining program staff or accepting other positions.

Overview

Eight grantees worked to eliminate common barriers for Head Start parents' participation in GED courses and job training, thereby extending opportunities for family self-sufficiency. They offered parenting skills classes and provided child care to help families improve their circumstances. The ninth grantee sought to reduce staff turnover in programs for young children such as Head Start.

Poudre School District R-1 in Fort Collins, Colorado, operated a Family Learning Center where participants gained parenting skills and prepared for GED tests with individual instruction in math and reading. Child care and tutoring for young children were provided by the Center as well. Tammy DeFreice, a literacy tutor, described the value of this approach:

> Because the program increases the family's opportunities, it provides a healthy environment for the family and increases [family] self-esteem.... By making learning a family affair, I believe we build healthier families and happier individuals. (Poudre R-1, *Participant Feedback Survey*)

Virginia Baldwin, project director of a self-sufficiency project developed by ***Adams-Brown Counties Economic Opportunities, Inc.,*** in Georgetown, Ohio, and her staff attribute their success to networking relationships established with Job Training Partnership Act programs, Southern State Community College, Displaced Homemakers, and other human service agencies. Interagency agreements enabled Adams-Brown to serve as a friendly, single point of contact for parents who often are unaware of self-help opportunities or perceive them to be threatening, cold, and impersonal.

The ***White Earth Band of Chippewa*** in White Earth, Minnesota, designed its Innovative Individualized Head Start Parent Involvement Project to assist parents as primary educators of their children. They did so by enhancing Head Start's parent involvement and social services activities. Parents on this rural, impoverished Chippewa Indian reservation attended Parents Night Out sessions on family dynamics; health, safety, and loss of a loved one; preventing child abuse and neglect; and life management skills. Immediate and lasting benefits were realized by participants.

Project Independence was created by ***Northwest New Jersey Community Action Program (NORWESCAP)*** in response to a state mandate that all welfare recipients develop a plan to achieve self-sufficiency through the Reaching Economic Achievement (REACH) program. Substance abuse and alcoholism, medical needs, domestic violence, lack of full-day and after-school care for children, and inadequate housing were among the barriers to self-sufficiency addressed.

Through Head Start's mental health services component, counseling and referral services were provided to 119 families as they made the transition from welfare to full-time employment. Problem-solving skills, self-confidence, and goal setting were identified as target areas to empower dysfunctional families. Therapists met with family members at the center, in families' homes, or at their workplaces. Referrals were made to mental health, abuse prevention, and other programs as needed.

Parents observed that Project Independence helped them deal with marital problems, control their anger, muster the courage to return to school, and work through problems constructively. Some found that their therapist was the first person who had ever listened to them. As parents became more fully functional, they were better equipped to help their children cope with life's challenges.

Head Start fathers incarcerated in the county prison were the target group for Behind No Bars in Johnstown, Pennsylvania. The ***Cambria County Community Action Council, Inc.*** developed parenting education classes for interested fathers. Those who attended sessions regularly were permitted to use the Behind No Bars visiting room for weekly parent-child visits. Fathers were involved in the selection of learning materials and requested classes on topics such as absentee parenting, single parenting, family violence, alcohol in the home, and stress management.

The warden concluded that fathers involved in Behind No Bars were less likely to return to prison than other men, perhaps because their continuing contacts with their children improved their outlooks and gave them the determination to make responsible decisions.

Young children were able to maintain closer relationships with their fathers, which helped alleviate the stress of infrequent contact. Myths about prison life were dispelled in the children's book—*My Daddy Is in Prison*—developed by the project.

Self-sufficiency was approached from another direction by the ***Marin County Community Action Agency*** in Novato, California. Frequent staff turnover in early childhood programs such as Head Start detracts from program quality, increases program costs, decreases productivity, and can negatively affect children's

development (Marin County Community Action Agency, *Final Report*, p. 1).

Effective Head Start program management, therefore, hinges on retention of skilled, productive employees. The Pre-Employment Screening/Career Development Services Project designed a method to systematically screen prospective employees' work habits during the interview process, and thereby guide hiring decisions in an effort to reduce turnover. Head Start agencies can use this model to identify job applicants whose personalities and work habits have a greater potential to contribute to the program's mission.

These innovative self-sufficiency projects significantly strengthened parents' self-confidence to the point that they felt competent and qualified to hold a job. As a result, more parents can provide financial and emotional support for their families. Among the long-term effects for participants are these:

- Parents acquired crucial job skills, especially related to computers.
- Parents developed support systems with other parents they met in training sessions.
- Parents completed GED courses.
- Parents enrolled in or completed college courses.
- Parents found stable, satisfying jobs.
- Parent involvement in Head Start increased in quantity and quality.
- Parents expressed feelings of greater financial stability and emotional well-being, considered their circumstances more fulfilling, and heightened expectations for themselves and their children.

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Profiles

Behind No Bars

Grantee: Cambria County Community Action Council, Inc.
422 Lincoln Street / P.O. Box 1104
Johnstown, PA 15907
814-536-9031

Purposes: To allow incarcerated fathers of Head Start children to have contact visits with their children at the county prison. To provide weekly parenting courses for these prisoners. To establish a Behind No Bars visiting room in the prison.

Major Accomplishments: Developed *My Daddy Is in Prison* to give children a more realistic picture of prison. Increased fathers' knowledge of and interest in parenting. Decreased the return rate for fathers who participated when compared with the overall prisoner return rate.

Families First

Grantee: Gingerbread Preschool and Day Care
2201 West Second Street
Hastings, NE 68901
402-462-4187

Purposes: To provide parents with opportunities for self-improvement and the skills to solve their family problems. To award college credits to parents who participated in specific workshops.

Major Accomplishments: Enhanced parent involvement services. Offered in-depth parenting classes which emphasized individualization of service plans. Held support group meetings twice a month. Held workshops on parenting, prevention of abuse, and safety. Awarded one-quarter of a college credit to parents who attended every workshop session.

Family Learning Center

Grantee: Poudre School District R-1
2407 West LaPorte Avenue
Fort Collins, CO 80521
303-490-3305

Purposes: To offer individual instruction in reading, math, and parenting skills for adults. To operate a learning center for children ages 3 to 5. To tutor students age 5 to 7 who need assistance. To provide child care for children ages birth to 2.

Major Accomplishments: Enabled parents to continue their education without worrying about child care cost. Provided children with developmentally appropriate programs.

Innovative Individualized Parent Involvement Project

Grantee: White Earth Band of Chippewa
P.O. Box 418
White Earth, MN 56591
218-983-3285

Purposes: To assist parents in their work as the prime educators of their children. To coordinate a parent training program based on individual needs. To establish long-term strategies for developing self-help techniques to enhance Head Start families' lifestyles and standards of living.

Major Accomplishments: Referred families to sources of assistance for problems such as chemical dependency and meeting the needs of children with disabilities. Involved parents in curriculum and field trip planning. Implemented a new Ojibwe curriculum. Called parenting skills classes "Parents Night Out" as an incentive to increase attendance.

Parent Self-Sufficiency Project

Grantee: Adams-Brown Counties Economic Opportunities, Inc.
200 South Green Street
Georgetown, OH 45121
513-378-6041

Purposes: To eliminate barriers that prohibit Head Start parents from participating in job training. To raise parents' self-esteem. To encourage and enable Head Start parents to expand their expectations for themselves and their children. To demonstrate a strategy for increasing rural parents' involvement in training activities.

Major Accomplishments: Improved parents' employment skills. Increased frequency and quality of parent participation. Involved parents in training. Encouraged parents to develop support networks within training sessions.

Parent Sufficiency Innovative Project

Grantee: Southern Utah State College (SUSC)
P.O. Box 587
Cedar City, UT 84720
801-586-7948

Purposes: To combine resources of two Head Start programs to accomplish extra services for parents by cost-effectively sharing personnel. To assist parents in the Piute and SUSC Head Start programs to meet basic family and personal needs so they might benefit fully from self-sufficiency and vocational programs. To use information from the Head Start Family Needs Assessment to tailor services to increase parents' self-sufficiency, thereby improving parents' ability to support and nurture their children.

Major Accomplishments: Strengthened parent-teacher relationships by involving teachers in administration of Family Needs Assessment prior to beginning of program year. Met basic housing needs of families. Assisted parents in improving their domestic environments. Helped families develop better nutrition and eating habits. Assisted parents in learning to purchase clothing with the best value. Provided opportunities to develop emergency preparedness, home safety awareness, and prevention of illness skills. Improved parenting skills. Helped parents set and implement objectives to enhance their skills, self-confidence, and sense of independence.

Parents As Leaders: Self-Sufficiency Study

Grantee: Murray Board of Education
Ninth and Poplar
Murray, KY 42071
502-753-6031

Purposes: To recognize and use the expertise of veteran Head Start parents. To study the role of self-sufficiency in parent involvement. To identify specific ways to enhance participation of parents.

Major Accomplishments: Developed instruments to measure self-sufficiency and effective parenting. Strengthened the parent training module. Selected and trained veteran Head Start parents to serve as mentors to current program parents.

Pre-Employment Screening/Career Development Services Project

Grantee: Marin County Community Action Agency
5520 Nave Drive
Novato, CA 94949
415-883-6058

Purposes: To determine the feasibility of developing a systematic, pre-employment screening service to reduce Head Start and other early childhood program overhead costs while increasing employee productivity. To create a career development program for Head Start staff. To design a career guidance program for Head Start parents.

Major Accomplishment: Developed and successfully implemented a replicable Pre-Employment Screening/Career Development Services Program.

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Project Independence

Grantee: Northwest New Jersey Community Action Program
Old Firth School
Prospect Street
Phillipsburg, NJ 08865
201-454-7000

Purposes: To provide primary intervention to dysfunctional families to increase their ability to make the transition to self-sufficiency. To provide opportunities for parents to improve their functioning so their children can confidently and creatively meet future challenges.

Major Accomplishments: Improved families' problem-solving skills. Bolstered parents' self-esteem. Increased parents' employment. Enhanced children's coping skills. Taught children to express frustrations in socially acceptable ways.

Teen Parenting

All parents—at all ages and in all economic circumstances—have the capacity to improve their nurturing skills. Teen parents typically are single and lack job skills or high school diplomas. Most such teens are eager to learn skills that will enable them to be as self-sufficient as possible in rearing and supporting their children. Three Head Start agencies developed programs to serve the unique needs of children having children.

Overview

In Michigan, the ***Flint Board of Education*** operated a Comprehensive Developmental Program for Young Single Parents. The project was aimed at young Head Start "parents who had children when they were teenagers and subsequently became high school dropouts," according to Lemuel Walls, Flint Head Start Program Officer. Young parents were offered opportunities to return to high school or enroll in a GED program, receive job training, attend parent-child learning sessions, and participate in individual counseling sessions. Family support and child care services were available.

When ***People, Inc.,*** in Abingdon, Virginia, began, this rural high school had a 27% dropout rate. In 1987, 280 girls ages 12 to 19 gave birth, but infant care was available only for 18 children. This comprehensive, family-based Help in Parenting Project set four goals:

- To improve teen self-esteem and parenting skills
- To help teens complete high school
- To provide medical care and transportation for the family to better the infant's health
- To identify child care resources for rural parents

Through Help in Parenting, 111 teens and their families were assisted. Teens in the program improved their education levels—80% enrolled in or completed a formal education program. Parents and their infants were healthier—repeat pregnancies declined and immunizations and developmental screening were provided for the children. These young parents became more involved in Head Start—all assisted with the provision of developmental services for their children.

Profiles

Comprehensive Developmental Program for Young Single Parents

Grantee: Flint Board of Education
923 East Kearsley Street
Flint, MI 48502
313-762-1239

Purpose: To assist young single parents to become better educated and more self-sufficient.

Major Accomplishments: Encouraged young single parents to get their GEDs or complete job training. Helped young parents learn more about child development and how the local education system functions.

Head Start Teen Parenting Project

Grantee: Community Relations-Social Development Commission
231 West Wisconsin Avenue
Milwaukee, WI 53203
414-272-5600

Purposes: To increase the effectiveness of teen parents as the primary educators of their children. To increase teen parents' ability to become self-sufficient. To improve the physical and mental health of teen parents' families. To select and train older teen parents to act as mentors to support younger teen parents.

Major Accomplishments: Increased teens' parenting skills, especially their knowledge of child development and their critical role as parents. Apprised teen parents about community social and health services. Encouraged parents to complete high school or Adult Basic Education (ABE) and GED courses. Referred families as appropriate.

Help in Parenting

Grantee: People, Inc.
988 West Main Street
Abingdon, VA 24210
703-628-9188

Purposes: To assist teens ages 12 to 19 years to become more effective parents, complete their education, and better use community resources to improve their quality of life. To address issues concerning lack of child development resources for very young parents, the school dropout rate, and the community's high infant mortality rate.

Major Accomplishments: Established state-funded family child care. Developed training plans for staff working with teen families. Produced videotapes to help teen parents recognize normal gross motor development in their infants and children.

Intergenerational Activities

Many Head Start grantees find it difficult to attract and retain qualified employees and regular volunteers. Due to recent changes in welfare laws that require welfare recipients to participate in job training, fewer parents are available for these critical roles within Head Start. The community's senior population is becoming an increasingly valuable pool from which to seek volunteers. Children may also have limited contact with older generations, who frequently feel isolated from younger generations. Long-term benefits of building bridges between generations led three innovative projects to direct their efforts in this area.

Overview

For two years, Project Come Together, conducted by ***Mahube Community Council, Inc.,*** in Detroit Lakes, Minnesota, brightened the lives of Head Start children, families, and senior citizens alike. Opportunities for intergenerational get-togethers are scarce in the rural north. Project Come Together made it possible for Head Start children to travel biweekly or monthly to senior nutrition centers, apartment complexes, and nursing homes. Each week, seniors visited Head Start centers to share their time, talents, and knowledge. Seniors who spent their winters in warmer climates sent postcards to children as reminders of their continuing involvement.

Weekly visits were also anticipated by children and seniors in Owensboro, Kentucky. ***Audubon Area Community Services, Inc.*** recruited seniors for HANDY-O (Hugs Are Necessary for Developing Young and Old). Music, art, storytelling, and finger plays strengthened children's and adults' gross and fine motor skills. Seniors developed a strong sense of pride for their role in teaching impressionable preschoolers and preserving their family traditions.

The Kids Intergenerational Socialization Services (KISS) project, created by ***Southeastern Minnesota Community Action Council (Semcac),*** screened and matched senior volunteers with Head Start children and their families. Their regular contact helped to reduce isolation and increase self-esteem for everyone involved.

KISS recruited volunteers and increased community awareness with a "Family Enrichment" brochure. Target groups included Retired Senior Volunteer Programs, civic and church groups, and senior nutrition centers. Interest grew as seniors became convinced of their value to the success of the project. Happy seniors frequently recruited their friends to add to the program's success.

A volunteer handbook introduces seniors to Head Start and KISS and affirms seniors' roles in accentuating the success of Head Start

families. The handbook offers suggestions for ways seniors can help children and parents develop a stronger sense of self-worth. KISS partners shared visits to bakeries, children's theater productions, circuses, libraries, nature centers, and pet shops. Some baked cookies in volunteers' homes, swam, went on picnics, and attended county fairs.

These are among the many other successes cited by the three agencies that sponsored intergenerational demonstration projects:

- Staff observed that the attitudes of some senior adults changed from grumpy to pleasant as they shared children's natural delight in the world around them.
- Staff grew professionally, working cooperatively with other agencies for the benefit of diverse populations.
- Some children and families developed new friendships with senior adults, resulting in additional support systems for seniors and families, particularly Head Start families with single female heads of households.
- Children and staff became more comfortable visiting and working with seniors.

Early indications of the success and cost-effectiveness of these programs led Head Start to enter into an interagency agreement with the Administration on Aging (AoA) to continue to explore the long-term benefits of intergenerational activities. In August 1990, the two agencies jointly funded demonstrations in 10 communities. Intergenerational projects are significant to Head Start's future.

Profiles

Hugs Are Necessary for Developing Young and Old (HANDY-O)

Grantee: Audubon Area Community Services, Inc.
403 West Third Street
P.O. Box 967
Owensboro, KY 42301
502-686-1649

Purpose: To improve the quality of life for Head Start children and senior citizens by providing opportunities for their weekly interactions.

Major Accomplishments: Expanded contacts from 7 nursing homes in 6 counties to 23 nursing homes in 14 counties. Increased public awareness of Head Start and the needs of nursing home residents. Facilitated intergenerational relationships. Brightened the lives of aging nursing home residents.

Kids Intergenerational Socialization Services (KISS)

Grantee: Southeastern Minnesota Community Action Council
P.O. Box 549
Rushford, MN 55971
507-864-7741

Purposes: To match senior volunteers with Head Start children and their families. To reduce isolation of single-parent and low-income families. To increase the self-esteem of family members and seniors through relationship-building.

Major Accomplishments: Extended the range of socialization and education activities for Head Start children. Enriched the lives of children, parents, and seniors by enabling them to develop support networks. Enabled seniors to serve as role models for Head Start children and parents.

Project Come Together

Grantee: Mahube Community Council, Inc.
Head Start Program
P.O. Box 747
Detroit Lakes, MN 56502
218-847-1385

Purposes: To provide children, adults, and seniors with opportunities for meaningful interaction. To build intergenerational bridges.

Major Accomplishments: Held regular intergenerational activities and a community-wide intergenerational fair. Published a manual that describes strategies for building relationships across generations, particularly in rural areas.

Family Child Care and Home Visitors

Beginning with Head Start's program expansion in 1986, a few Head Start grantees introduced family child care (FCC) as a new, effective way to provide Head Start's comprehensive array of services. Many programs also are choosing the home-based option in which home visitors work with Head Start families in their homes. These two options are particularly valuable in rural areas because local needs are difficult to address in center-based programs.

Due to their locations and the nature of their work, family child care providers typically receive less staff support than their center-based counterparts. They perform a wider range of tasks—planning, setting up cots and materials, cooking, engaging in activities with children—by themselves. Their demanding workloads leave little time for training and networking with other providers and Head Start staff. Home visitors, especially in isolated areas, spend a great deal of time traveling between families and are not as readily available for training or networking either.

Four innovative projects challenged themselves to devise appropriate training methods for Head Start FCC providers and home visitors.

Overview

Head Start's Program Performance Standards were integrated into all aspects of migrant family child care programs by the ***Stanislaus County Department of Education*** in Modesto, California. The agency's guide, *Developing a Family Child Care Network for a Migrant Head Start Population*, is thorough and self-explanatory.

Both the **National Child Day Care Association (NCDCA)** in Washington, D.C., and the **Rural Alaska Community Action Program (RurAL CAP)** in Anchorage chose to create training videotapes. Videotapes bring to life key program concepts without requiring the presence of a supervisor or instructor. Consequently, FCC providers and home visitors can integrate short training sessions into their demanding schedules, and can review segments at their convenience.

Videotaped training offers several cost advantages as well, particularly in remote communities. Expenses for travel, trainers, and even training materials are reduced when programs share videotapes. The videotapes and accompanying users' guides are available from NCDCA and RurAL CAP.

Profiles

Babies, Beads, and Balls

Grantee: Rural Alaska Community Action Program, Inc. (RurAL CAP)
P.O. Box 200908
Anchorage, AK 99520
907-279-2511

Purposes: To develop training videotapes for Head Start home visitors in rural Alaska to apprise providers of appropriate practices.

Major Accomplishments: Produced videotape training materials for home visitors and accompanying training guides titled *Babies, Beads, and Balls—Developmentally Appropriate Activities, Holy Cross, Alaska.*

The Creative Curriculum for Family Child Care

Grantee: National Child Day Care Association
1501 Benning Road, N.E.
Washington, DC 20002
202-397-3800

Purposes: To produce a videotape, filmed in local FCC, that shows a quality, developmentally appropriate program based on The Creative Curriculum for Early Childhood, developed by Teaching Strategies, Inc. Validate the videotape by incorporating it into training sessions offered for four FCC systems in three cities. Develop a users' guide for the videotape, including handouts and suggestions on how to present it for training sessions and for the general public.

Major Accomplishments: Strengthened the quality of Head Start services offered in FCC. Developed user-friendly videotapes for training FCC providers. Showed the videotape at conferences held by the National Association for the Education of Young Children (NAEYC), the National Head Start Association, and other groups. Made videotapes available to other Head Start grantees that are part of the FCC project.

Family Child Care Home Training Program

Grantee: Stanislaus County Department of Education
801 County Center III Court
Modesto, CA 95355
209-535-4937

Purposes: To train FCC providers to implement the Head Start Program Performance Standards with migrant children and families. To field test the effectiveness of a locally developed FCC curriculum model. To train delegate agencies.

Major Accomplishments: Designed appropriate curriculum for Head Start FCC. Developed effective training manuals. Assembled a group of well-trained FCC providers.

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Home Visiting in Hooper Bay

Grantee: Rural Alaska Community Action Program, Inc. (RurAL CAP)
P.O. Box 200908
Anchorage, AK 99520
907-279-2511

Purposes: To give state-funded FCC providers, home visitors, and other early childhood specialists opportunities to network via teleconferencing and meetings held in Anchorage. To produce an enrichment module on developmentally appropriate practices in Head Start.

Major Accomplishments: Produced *Home Visiting in Hooper Bay*, a videotape, and accompanying training guide.

Computers As Learning Tools

Four grantees participated in a joint ACYF/International Business Machines (IBM) computer learning center demonstration. Software programs developed by MOBIUS Corporation were used as interactive educational and skill-building tools in more than 40 classrooms.

Early in the grant period, a computer specialist visited each grantee to arrange equipment and train staff. Local staff enrolled in college-level computer courses for up to 5 hours of credit. Staff then worked with children and parents to realize the possibilities for the new learning tools.

Head Start programs must consider the selection of software, staff and parent training, organization of equipment, orienting children to the computer, and handling access to the learning center so computers can be used in developmentally appropriate ways. Experience indicates that children are best introduced to the computer as they would be to any other learning center. When parents see their children become comfortable in using computers, they often become more confident about mastering computer skills themselves. Guidelines for using computers with young children and their families are addressed in "Considerations Regarding Classroom Computers" in the July/August 1992 issue of the *National Head Start Bulletin*.

Overview

In Head Start classrooms at four locations, computers were added to children's array of choices for individual and small-group activities such as pretend play, blocks, and art. Children were encouraged to work at their own pace and could select a partner for their activity. Among the beneficial outcomes of children's use of computers are these:

- Peer teaching (one child teaching another) facilitated the development of social skills including sharing, increased attention span, and improved self-confidence.
- Computers proved to be a fine tool for reviewing and extending concepts children were familiar with verbally.
- Children's relationships with their parents were strengthened as they taught their parents what they learned.
- Former Head Start children were able to serve as peer teachers in the public schools, giving them a sense of achievement that led to improved school performance.

Tutoring in ABE, GED, literacy, and pre-employment skills was also offered to adults by the Montgomery County Community Action Agency in Dayton, Ohio. Parents quickly overcame initial uncertainty as they realized how user-friendly the software packages were. Computers soon became the catalyst for a wealth of

other adult-learning activities in parenting, self-empowerment, and men-only sessions that stressed healing and motivation.

These demonstrations increased employment potential for parents, brought families closer together, and gave young children an early introduction to a common tool for learning and future careers. Although computers are available in only a few Head Start programs, they are one of many valuable assets for children and adults.

As an outgrowth of these initiatives, each Head Start agency can request up to three copies of the booklet *Computers in Head Start Classrooms: Recommendations from the Head Start/IBM Partnership Project*. It explains why computers can be appropriate for young children, how to introduce computers, and how parents can participate in their children's activities. The booklet, produced by MOBIUS in conjunction with the four grantees, also offers ideas for successful parent-focused activities. For more information, call 800-426-2710.

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Profiles

Computers in Head Start Classrooms (Dayton)

Grantee: Montgomery County Community Action Agency
P.O. Box 4008
Dayton, OH 45401
513-276-6086

Purposes: To provide adult educational programming to Head Start parents. To train staff to effectively integrate computers into the regular curriculum. To enhance Head Start children's experiences by exposing them to computers and interactive software programs.

Major Accomplishments: Integrated computer learning modules into the curriculum. Worked with other Head Start computer grantees and IBM/MOBIUS to publish recommendations concerning the use of computers in the classroom.

Computers in Head Start Classrooms (Toledo)

Grantee: Economic Opportunity Planning Association
124 West Woodruff Avenue
Toledo, OH 43524
419-255-0059

Purpose: To integrate a developmentally appropriate computer component into the curriculum.

Major Accomplishments: Facilitated staff expertise in working with computers. Identified methods for working with young children using developmentally appropriate software as part of a larger effort in conjunction with IBM/MOBIUS. Conducted a transitional follow-up with the Head Start children who participated in the project.

Pilot Computer Program

Grantee: Beauregard Community Action Association
P.O. Box 573
Deridder, LA 70634
318-463-7895

Purposes: To establish a computer learning center where staff and parents can train and be trained. To connect parents with temporary employment agencies. To offer children opportunities to explore the use of computers as a possible means of increasing self-esteem and competence.

Major Accomplishments: Increased attention span and vocabulary of children. Created an environment where children share and cooperate. Awarded college credit to staff who completed a computer training course. Improved parents' qualifications for jobs that required typing and/or computer skills. Developed a booklet of recommendations in partnership with IBM/MOBIUS.

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Project Compute

Grantee: Community Action Agency of Lexington-Fayette County, Inc.
913 Georgetown Street
P.O. Box 11610
Lexington, KY 40576
606-233-4600

Purposes: To introduce computer technology into the classroom. To use appropriate software packages to supplement the Head Start curriculum.

Major Accomplishments: Staff fully integrated computer technologies into daily lesson plans. Children learned more attentively and more rapidly. Developed a booklet as part of partnership with IBM/MOBIUS which identified strategies to be used for the continuing education program for staff and parents.

Playgrounds

Developmentally and culturally appropriate playgrounds provide valuable growth experiences in all Head Start components for children, families, and staff. Three programs chose to design and construct model playgrounds to enhance opportunities for the Head Start community to play, socialize, picnic, and develop informal support networks.

Overview

Community volunteers joined in the design and construction at all three playground development sites. One such effort took shape in Porcupine, South Dakota, where the ***Oglala Sioux Tribe*** designed and built a playground with the aid of Oglala Lakota College Vocational Education Department volunteers and Head Start parents.

The ***Weld County Family Education Network*** in Greeley, Colorado, built a Head Start playground between its center and a nearby library on land donated by the county government. The close proximity of the two buildings enables Head Start children and staff to use the facility as an outdoor reading area. Children from ages 1 through 8 regularly use the playground/park. The playground's designer, consultant Dr. Bill Bassore, describes it this way:

> Most playgrounds don't have enough choices for children. This one will have lots of choices—some easy, some difficult. The children will have to grow into some of the activities the playground will provide. ("Playground Help Day Set for August 12th," *Greeley Daily Tribune*, August 7, 1989)

During construction, migrant workers were paid with Job Training Partnership Act funds and local residents participated in a Playground Help Day. The University of Northern Colorado's Department of Journalism and Mass Communication helped prepare a videotape to trace the project from the initial planning meeting with the community, through the playground's dedication, to its utilization as a training site. The broadcast-quality tape shows how communities can become involved in various phases of playground construction.

Parents and Children Together (PACT), in Honolulu constructed a recreation, social, and outdoor eating area that takes into account the importance of play and eating in the Pacific Island cultures. Governor John Waihee and members of his staff, the Hawaii Housing Authority, the Honolulu Garden Club, parents, and other professionals assisted with the design and construction. The effort was so successful that PACT, formerly Parent and Child Center, promoted the playground at the 1991 National Head Start Association conference as a replicable model for community involvement in Head Start.

Profiles

Innovative Family Playground

Grantee: Parents and Children Together
1475 Linapuni Street
Room 117
Honolulu, HI 96819
808-847-3285

Purpose: To design and construct a recreation area that will serve the play, social, and developmental needs of Head Start children and families.

Major Accomplishments: Constructed PACT's dream playground with the assistance of the Innovative Playground Committee, Hawaii Housing Authority, the Honolulu Garden Club, and Governor John Waihee, his cabinet, and top administrators. Playground serves as a focal point for Head Start activities. Concept was presented as a model at the National Head Start Association conference.

Model Playground Equipment

Grantee: Oglala Sioux Tribe
One Preschool Road / P.O. Box 320
Porcupine, SD 57770
605-867-5170

Purposes: To provide Oglala Sioux Tribe Early Childhood Component children with safe and developmentally appropriate outdoor playground equipment and facilities, thereby enhancing the quality of Head Start services.

Major Accomplishments: Contracted with a playground development specialist to plan playground. Coordinated parent planning at centers. Coordinated construction of equipment with Oglala Lakota College Vocational Education Department and parent volunteers.

Weld County Head Start Innovative Grant for Playground Construction

Grantee: Weld County Family Education Network
520 13th Avenue
Greeley, CO 80631

303-356-0600

Purposes: To develop, design, and construct a demonstration playground to meet the physical, developmental, and educational needs of infants, toddlers, and preschool children. To maintain a network of parent, staff, and community involvement in the project. To train staff to effectively use the playground equipment.

Major Accomplishments: Created a model playground with the assistance of local residents, migrant workers, and college students. Produced a videotape to document the collaboration, planning, and successes.

Education

Linguistic, cultural, economic, and geographic factors require attention to assure that quality Head Start programs are tailored to local populations. Six Head Start agencies chose to improve services in their communities by addressing these issues.

Overview

Cultural and linguistic barriers may prevent Southeast Asian families from benefiting fully from Head Start. ***Ramsey Action Programs, Inc./Head Start***, in St. Paul, Minnesota, designed a Southeast Asian Bilingual Head Start Program Model to help staff and families overcome these hurdles. Three full-time Southeast Asian Bilingual Parent Involvement staff were hired to undertake efforts in

- parent involvement
- parenting skills curriculum development
- teacher training
- support services

During the course of the 2-year grant, Head Start classroom and support staff became more competent in working with struggling Hmong families. The project published a "Hmong Cultural Profile," which describes the Hmong language, culture, traditions, and religion, to help staff better understand the lifestyles and needs of Hmong parents.

Two other project publications were directed toward parents—the *Head Start Southeast Asian Parent Manual* and the *Parenting Guide for Hmong Parents*. The manual explains Head Start's components and activities, and contains an extensive community resource guide to services and information on first aid, employment, energy assistance, health, literacy, and transportation. The parenting guide is a valuable tool for all parents of young children for its discussions of topics including child development, showing love, positive discipline, television, and planning meals.

In an effort to preserve the Iroquois/Oneida cultural and linguistic heritage, the ***Oneida Tribe of Wisconsin*** in Oneida developed *Pathways* for young children. The curriculum focuses on the four seasons and 13 annual moons which are the center of tribal activities. Through *Pathways*, children's everyday experiences instill pride in Oneida traditions and culture. Segments of the core curriculum can be updated as appropriate.

Development of this evolutionary approach to children's learning is documented in *As It Happens: Oneida Tribal Head Start Curriculum*. Mary Ellen Hayes, Oneida Head Start Director, stresses that *Pathways* is not intended to be *the* Indian curriculum. Rather, other tribes can adapt ideas to suit their needs, and non-Indian groups

can use it to learn about Iroquois/Oneida cultures and to look for parallels in local Native and immigrant traditions.

Several rural counties around Burlington, Vermont, are served by the ***Champlain Valley Office of Economic Opportunity (CVOEO)***. In this northwestern part of the state, many isolated families live in poverty. CVOEO created a mobile lending library to bring services to rural early childhood programs and families.

The convenient Vermont Parent and Professional Early Childhood Network (VT P.E.N.) van carries books and learning materials suitable for young children. Children and staff in 20 early childhood programs select resources in advance from catalogs, and can keep materials for as long as a month. In addition, the resource library staff person compiles a newsletter and provides training to Head Start families and center staff.

Profiles

Communicating With Non-English Speaking Families

Grantee: Albany Park Community Center, Inc.
4909 North Pulaski Avenue
Chicago, IL 60630
312-539-1974

Purpose: To create audio tapes for Head Start answering machines that broadcast in the native language of immigrant Head Start families.

Major Accomplishment: Reduced the communication barrier between Head Start staff and Vietnamese families.

Head Start for the Homeless

Grantee: North Shore Community Action Programs, Inc.
167 Hale Street
Beverly, MA 01915
617-927-8109

Purposes: To provide a safe environment in which homeless children can develop mentally, socially, and emotionally. To provide experiences that assist young children in exploring their emotions concerning their living conditions. To assist parents in providing food, medical care, and other necessities for their children. To attempt to alleviate some of the stresses that lead to child abuse. To provide developmental screenings and evaluations to assist parents in determining the future educational needs of their children.

Major Accomplishments: Assisted children and parents in relieving stress and anxiety during their homelessness. Determined children's educational needs. Prepared parents to be advocates for their children when they entered public school. Heightened community awareness of and activism in working to meet the housing needs of low-income families. Established working relationships with community service groups, church groups, human service agencies, diagnosticians, and medical personnel.

Pathways

Grantee: Oneida Tribe of Wisconsin
3000 Seminary Road / P.O. Box 365
Oneida, WI 54155
414-869-1260

Purpose: To develop an early childhood curriculum rooted in Iroquois/Oneida Tribal teachings.

Major Accomplishments: Facilitated the preservation of the Oneida children's cultural and linguistic heritage. Used the Pathways curriculum to instill Oneida/Iroquois traditions and values in Head Start children. Published *As It Happens: Oneida Tribal Head Start Curriculum.*

Southeast Asian Bilingual Head Start Program Model

Grantee: Ramsey Action Programs, Inc. / Head Start
215 East Sixth Street
St. Paul, MN 55101
612-220-1870

Purposes: To assist Hmong immigrants in the St. Paul area to acquire English language skills. To enhance parent involvement and parenting skills among Hmong families.

Major Accomplishments: Increased Hmong parent involvement. Produced "Hmong Cultural Profile," *Parenting Guide for Hmong Parents,* and *Head Start Southeast Asian Parent Manual* to help staff and parents better understand Head Start and one another and improve their capacity to work together.

Summer of Family Growth

Grantee: Indiana County Head Start, Inc.
392 Airport Road
Indiana, PA 15701
412-349-6200

Purposes: To provide summer transitional services for Head Start children to help maintain gains made during their Head Start experience. To offer general education and employment education for parents of these children.

Major Accomplishments: By the end of the summer, all children in the program were functioning at or near age level in all seven developmental domains. Parents reported that they were pleased with the summer services and that children were adjusting well to kindergarten.

Vermont Parent and Professional Early Childhood Network

Grantee: Champlain Valley Office of Economic Opportunity
191 North Street
P.O. Box 1603
Burlington, VT 05401
802-862-2771

Purpose: To introduce a mobile resource library offering materials, staff training, and staff support to an isolated, impoverished northwestern Vermont area.

Major Accomplishments: Strengthened skills and credentials of program staff and parents. Networked with early childhood programs to create a greater continuity of services. Published a monthly bulletin to inform the child care community of services available within the area.

Part II

Head Start Curriculum Materials

Curriculum planning is a continuing challenge for Head Start classroom staff and home visitors. Professional insights about how to plan and implement developmentally appropriate and culturally relevant practices continue to be refined. Countless possibilities capture the imaginations of skilled teachers and home visitors as they fine-tune their efforts to the needs and interests of changing populations of Head Start children and their families.

The broad range of materials developed by the 33 innovative projects in Phase II expands and supplements curriculum planning in concert with emerging developments in the field of early childhood education. Interested agencies are encouraged to seek further information, or to order materials, from the contact person listed in each project profile.

Curriculum Frameworks

Overview

Expanding Head Start programs, as well as those who are seeking renewed inspiration, often look to model curriculums for guidance in setting up their classrooms and giving direction to plans for children's activities. These four general frameworks offer distinct approaches to developmentally appropriate practices.

The Wichita Process Learning Approach for You (P.L.A.Y.) curriculum, developed by the ***Child Care Association of Wichita/Sedgwick County,*** Kansas, centers around the six Child Development Associate competency goals. Similarly, the Goal-Oriented Learning and Development (GOLD) framework, from ***Butler County Children's Center, Inc.,*** and ***Preschool Development Programs, Inc.,*** in Pennsylvania is predicated on 10 goals for children. Observation of children is stressed in the GOLD curriculum.

A wide variety of forms for observing children and planning are available to implement the program offered by the ***Manchester Public Schools*** in Connecticut. The Head Start Curriculum Guide—developed for speakers of English, Spanish, Lao, and Hmong through the ***Fresno County Economic Opportunities Commission*** in California—also offers an array of recordkeeping materials.

Advance teacher preparation in early childhood education is recommended before introducing the GOLD material, while the other three frameworks are suitable for new and experienced staff.

Profiles

Goal-Oriented Learning and Development (GOLD)

Grantees: Butler County Children's Center, Inc.
Butler, Pennsylvania
and
Preschool Development Programs, Inc.
Pittsburgh, Pennsylvania

Authors: Roberta L. Schonburg, Miriam L. Smith, and Ethel Marie Tittnich

Summary: Bases curriculum framework on 10 developmental goals. Trains teachers to become skilled observers and recorders. Recommends appropriate activities for young children using results of assessments of their developmental levels. Requires that staff already have knowledge and skills in basic child development, individualization, and curriculum implementation. Program is part of the Louise Child Care Center Management Series.

Components: These 10 developmental goals for young children are addressed in the two-volume curriculum guide and an implementation guide:

- develop a positive self-image
- initiate and carry out activities independently
- make an impact on the people and objects in the environment
- organize and process information
- develop strategies for coping with developmental issues
- control impulses and channel them into more appropriate modes of expression
- relate positively to others based on mutual understanding and respect for the other's point of view
- use symbol systems for representing experiences, ideas, and feelings
- develop a healthy and physically competent body
- use materials as an outlet for self-expression or for recreating experiences

Volume 1 of *Developing Your Curriculum* covers philosophy, child development, goal setting, activities development, learning environments, and daily schedules. Activities for children from infancy through the preschool years—based on the model's 10 developmental goals—are outlined in Volume 2. Experiences that encourage children to interact with people or objects in their environment include play (child-selected) and group (teacher-directed) activities.

An *Implementation Guide to Goal-Oriented Learning and Development* cites examples and vignettes of children to demonstrate how the 10 goals come alive in the classroom.

Contact: Jane Fulton
Louise Child Care Center
336 South Aiken Avenue
Pittsburgh, PA 15232
412-661-7340

Guiding Development: A Preschool Curriculum Framework

Grantee: Manchester Public Schools
Manchester, Connecticut

Author: Diane Novak

Summary: Recommends observation and assessment of young children as the basis for developmentally appropriate curriculum planning. Fosters home-school communication and parent involvement. Emphasizes observation and supervision of classroom staff to promote professional competency. Provides a structured format—including forms, calendars, and notebook—for teachers.

Components: The *Teacher's Manual* includes sections on:

- philosophy
- goals
- developmental areas
- environment/learning experiences
- observations/assessments
- curriculum topics
- planning
- home-school cooperation
- supervision and resources
- forms for teachers
- notebooks, calendars, and recording sheets

The *Training Guide*, for use by Head Start Education Coordinators and similar supervisors, presents material for workshops during a 9-month school year.

Contact: Diane Novak
397 Porter Street
Manchester, CT 06040
203-647-3230

Head Start Curriculum Guide

Grantee: Fresno County Economic Opportunities Commission
Fresno, California

Author: Anita Parker

Summary: Offers a multicultural approach. Includes educational materials for parents in four languages.

Components: The *Curriculum Guide for Teachers* offers guidelines for developmentally appropriate practice, multicultural education, and creating a learning environment. Activities focus on self-concept, language arts, art, creative experiences, dramatic play, fine and gross motor development, health and safety, nutrition, and cognition. A series of handouts for use in training teachers is included.

Education materials for parents to use at home include 120 activity cards related to individual child skills, and an information sheet on Head Start, all available in English, Spanish, Lao, and Hmong.

A series of record-keeping and planning materials is also available:

- *Individual Education Plan Folder*—family information, checklist by area of development, page for recording parent-teacher conferences
- *Individual Assessment Files Manual*—instructions on how to judge whether a child has mastered skills listed on the individualized chart
- *Classroom Record and Planning Guide*—book to record children's progress and plan daily program and groups to meet children's needs
- *Weekly Activity Plan*—chart with space to record large and small group activities, independent choices, and specific needs. Helps achieve balance of teacher-directed and child-initiated activities.

Contact: Naomi Quiring-Mizumoto
Fresno County Economic Opportunities Commission
1920 Mariposa Mall
Fresno, CA 93721-2526
209-263-1200

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Wichita Process Learning Approach for You (P.L.A.Y.) Curriculum

Grantee: Child Care Association of Wichita/Sedgwick County Wichita, Kansas

Authors: LaRilla Anderson and Kim Yasutake

Summary: Emphasizes young children's learning through play. Based on the six Child Development Associate (CDA) competency goals. Recommends child-directed, process-oriented learning activities.

Components: Six curriculum areas correspond to the CDA competency goals as follows:

Topic	CDA Competency Goal
Safety First	To establish and maintain a safe, healthy learning environment
Ways of Talking to Children	To support social and emotional development and provide positive guidance
Learning Environment-Learning Centers Approach	To advance physical and intellectual competence
Parents and Teachers Work Together for Children	To establish positive and productive relationships with parents
Nuts and Bolts	To ensure a well-run, purposeful program responsive to participant needs
Successful P.L.A.Y.	To maintain a commitment to professionalism

P.L.A.Y. centers are recommended in the Learning Environment-Learning Centers Approach section for

- creative art
- housekeeping/dramatic play
- science/sensory
- fine motor
- large motor (outdoors/indoors)
- language approach
- blocks

For each of these centers, the framework addresses

- objectives (how activities benefit developmental areas)
- teacher's role in setting the stage
- teacher's role in interacting with children
- skills beyond the center
- activities
- resources
- self-check to quickly assess how well teachers are using P.L.A.Y. curriculum techniques

Contact: Kim Yasutake
Child Care Association
1069 Parklane Office Park
Wichita, KS 67218
316-682-1853

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Specialized Curricula

Overview

Head Start's program options make it possible for local communities to design services that are more relevant to individual families and children. Three specialized curricula target issues that are capturing the attention of a growing number of programs across the nation.

Increasing understanding of the needs of families in diverse cultures and circumstances led the ***City of Phoenix*** and the ***Ramsey Action Programs, Inc./Head Start*** in St. Paul, Minnesota to develop a variety of materials for agencies serving bilingual/multicultural children and families. Activities for staff, parents, and children are featured in both programs. The El Mundo De Los Niños curriculum addresses African American, Hispanic, and Southwestern cultures. The Minnesota curriculum is designed for Southeast Asian families.

The ***National Child Day Care Association*** in Washington, D.C., adapted a training program originally intended for group program staff. The new materials are designed specifically for family day care providers. Growing numbers of full-day, comprehensive Head Start programs offered in a licensed caregiver's home are becoming another way to support families' efforts to become self-sufficient while meeting the needs of their children.

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Profiles

The Creative Curriculum for Family Child Care

Grantee: National Child Day Care Association
Washington, D.C.

Authors: Diane Trister Dodge and Laura J. Colker

Summary: Adapts *The Creative Curriculum for Early Childhood* for providers and trainers in family child care. Video tape is useful to recruit family child care providers.

Components: A two-part *Curriculum Guide* is the centerpiece of the materials.

- Part 1: Setting the Stage, includes child development, setting up your home for child care, managing the day, working with children, building partnerships with parents.
- Part 2: Activities, identifies goals and recommends activities involving sand and water, dramatic play, books, blocks, cooking, toys, music and movement, art, and outdoor play. Each section addresses the value of the activities, how to select materials and create space, ways to help children learn as they play (by age group), and a letter to parents about the topic.

To supplement this handbook, a *Trainer's Guide* offers support for conducting workshops on each of the topics covered. A 23-minute video tape, "Caring and Learning," and accompanying *User's Guide* shows how four providers from diverse backgrounds provide quality care and learning experiences. Discussion questions and a series of workshops on how to create a home learning environment for mixed-age groups are included. In addition, activity posters intended for infants, toddlers, preschoolers, and school-aged children provide activity ideas and enhance development. The posters are also appropriate for center-based programs.

Contact: Diane Trister Dodge
Teaching Strategies, Inc.
P.O. Box 42243
Washington, DC 20015
202-362-7543/800-637-3652

El Mundo De Los Niños

Grantee: City of Phoenix
Human Resources Department
Cultural Enrichment Program
Phoenix, Arizona

Summary: Bilingual/multicultural curriculum module emphasizes importance of language and culture to learning.

Components: A *Teacher's Guide* includes modules on African American, Hispanic, and Southwestern cultures. Each module includes historical background, activities, children's books, records, songs and fingerplays, and ideas to integrate the curriculum.

Two videotapes are also part of El Mundo De Los Niños:

- The "Small Group Training Film" for teachers shows a teacher and children during a 10-minute circle time. Key concepts are introduced to children in their home language.
- "Cultural Activities" describes the Head Start program in the Phoenix area as well as the goals of the bilingual, multicultural program. The 7-minute tape is designed for teachers, parents, and the community.

Another component of this curriculum are 150 *Key Experiences Cards* which are tied to the High/Scope curriculum, although they could be adapted as a resource for any program.

Contact: Carmen C. Blake
or
Ellen O'Kelly
234 North Central Avenue
Suite 859
Phoenix, AZ 85004
602-262-4040

Southeast Asian Bilingual Head Start Program Model*

Grantee: Ramsey Action Programs, Inc./Head Start
St. Paul, Minnesota

Summary: Offers resources on parent involvement, parenting skills, curriculum development/teacher training, and support for programs that serve Southeast Asian children and their families.

Components: Strategies for increasing Hmong parent involvement in Head Start are outlined in

- a bilingual parent brochure describing parent involvement
- a parent manual, in English, which addresses all Head Start components
- a bilingual volunteer manual which explains the role of parent volunteers in the classroom

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Parenting skills are promoted in a 6-week parent education curriculum supplemented by two resources:

- a parenting guide for Hmong parents that offers advice on various child development topics
- a slide show that acknowledges challenges of coming to a new country, becoming part of Head Start, and offers suggestions for child rearing

The teacher's guide for a culturally appropriate curriculum for young children includes the *Hmong Cultural Profile.*

Contact: Xia Lyfoung
Ramsey Action Programs, Inc./Head Start
215 East Sixth Street
St. Paul, MN 55101
612-220-1870

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Curriculum Enrichment

Overview

The array of 11 new Head Start resources that fall in this category includes materials and ideas that are intended to be integrated into classroom and home-based curricula.

Most of these initiatives provide insights that are ideal for agencies who serve immigrants or indigenous cultures. Community Head Start programs can implement ideas contained in resources such as these to improve cultural and intergenerational awareness with children and to enhance relationships and involvement with their families.

Two grantees offer new perspectives on teaching math and science with young children. The *City of Chicago*'s Foundation of Math and Science: Strategies for Bridging project exemplifies how many of the materials described here are valuable tools with which to build bridges not only in Head Start but also with programs serving elementary-age children.

Profiles

Babies, Beads, and Balls

Grantee: Rural Alaska Community Action Program, Inc. (RurAL CAP)
Anchorage, Alaska

Author: Margaret Parsons

Summary: Describes and illustrates developmentally and culturally appropriate practices for home visitors and parents in rural Alaska.

Components: The "Babies, Beads, and Balls" video tape depicts a developmentally appropriate environment in which teachers are sensitive to children's individuals needs and development. It features many examples of materials and activities. Accompanying the video is a training guide with a script and discussion questions useful for staff and parent development.

Contact: Library Media Specialist
RurAL CAP
P.O. Box 200908
Anchorage, AK 99520
907-279-2511

Circle of Life

Grantee: Bois Forte-Grand Portage Head Start Program
Bois Forte Reservation
Nett Lake, Minnesota

Summary: Addresses the needs of Anishinabe children and the Ojibwe Indians of Minnesota whose families face economic, education, and other hurdles. Increases children's self-concept and heightens community awareness.

Components: Three children's activity books are illustrated in story format:

- *Circle of Life*
- *The Ojibwe Language*
- *I Am Anishinabe and Proud*

For each booklet, a teacher's guide offers suggestions for corresponding materials, procedures, and activities.

Contact: Nancy Parve
P.O. Box 16
Nett Lake, MN 55772
218-757-3265

Flavors of the Arab World

Grantee: Ann Arbor Public School
Ann Arbor, Michigan

Author: Nadia Hidayet

Summary: Introduces selected aspects of Arab culture with emphasis on enrichment of knowledge and appreciation for cultural groups. Can be used with children through third grade and their families. Useful as a staff development tool and for curriculum enhancement, especially in programs serving Arab-Americans.

Components: An array of materials are provided for teachers, parents, and children. Staff development items include these publications:

- "Arab Culture at a Glance" helps teachers understand Arab culture and its impact on children and families with ties to the Arab world. Includes a reading list.
- "Flavors of the Arab World" introduces Arabic cooking and accompanies a 9-minute videotape which demonstrates how to prepare two recipes.
- "Islamic Holidays" describes the cultural significance of Arabic holidays.
- "Misunderstanding Arabs: Misconceptions and Stereotypes of Arabs in American Society" heightens awareness of stereotypes and dispels common misconceptions about the Arab world and Islam. Provides background information on the history of Arab migration to the United States and about contemporary Arab-Americans.
- "Understanding the Cultural Significance of Major Islamic Holidays in the Arab World: A Resource Guide for Multicultural Enrichment Activities in Head Start Programs" outlines activities that represent the spiritual and cultural significance of Islamic holidays.

Bilingual parent materials aimed at Arab-Americans are designed to increase their involvement in Head Start's comprehensive services.

- "Preschool and Your Child" summarizes the goals of early childhood education and describes the Head Start program.
- "Education Begins at Home: Helping Children in the Preschool Years" suggests ways parents can enhance their children's growth and development.
- A Project Find flyer urges participation in this screening program targeting families with children ages birth to 5 years.
- "Welcome to Head Start," a 12-minute video narrated in Arabic, depicts home- and center-based Head Start programs.

Children's materials enable staff to add to their repertoires of culturally relevant, age-appropriate activities.

- "Look and Count Through the Arab World" helps young children learn numerals.
- *Goha, His Son, and the Donkey* is a classic Arabic folktale.
- *Fullah Learns a Lesson* is another classic Arabic children's story that links all children to Arab culture.
- "Let's Sing in Arabic" includes a teacher's guide and audiocassette with Arabic songs and musical instruments. Includes instructions on how to make a tabla and a reqq, two traditional instruments.

Contact: Carolyn Morado
Division of Early Childhood Education
Ann Arbor Public Schools
920 Miller Avenue
Ann Arbor, MI 48103
313-994-1952

Foundation of Math and Science: Strategies for Bridging

Grantee: City of Chicago
Chicago, Illinois

Author: Jan Jewett

Summary: Describes how early childhood teachers can use "bridging" techniques to promote math and science skills. Offers approaches to help understand and develop children's thinking and logic. Prior staff training on cognitive growth is recommended.

Components: The staff development materials on bridging include three items.

- "Foundation of Math and Science: Strategies for Bridging" is a 38-minute videotape that demonstrates eight teacher roles to promote math and science concepts: observer, validator, participant/converser, extender, problem initiator, role model, instructor, manager/organizer/provider.
- A user's guide coordinates descriptions of the eight strategies with vignettes in the videotape.
- The *Early Childhood Mathematics Environmental Checklist* helps teachers evaluate their program and enrich opportunities for mathematical thinking. It briefly explains the technique and offers additional resources.

Contact: Lucinda Lee Katz
University of Chicago Laboratory School
1362 East 59th
Chicago, IL 60615
312-702-9450

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Khmer Cultural Project

Grantee: City of Seattle Head Start
and
Early Childhood Education and Assistance Program
Seattle, Washington

Summary: Provides information about the Khmer culture, focusing on resettlement issues for refugees from Kampuchea (Cambodia). Especially useful for human service professionals who serve Khmer families.

Components: "Rites of Passage...a Khmer Journey West" relates the story of recent Khmer refugees as they struggle to preserve their culture while adapting to society in the United States. This 28-minute video tape provides an historical perspective and emphasizes respect for the Khmer culture within Head Start.

Accompanying the video is a "Khmer Curriculum Project Description." This booklet describes the Seattle project, intercultural cues and guidelines, the background of Southeast Asian refugees, the history of Kampuchea, Khmer culture, and lists resources.

Contact: John Wrobleski
City of Seattle Head Start
618 Second Avenue
Seattle, WA 98104
206-386-1021

The Navaho Way

Grantee: Rural Utah Child Development
Wellington, Utah

Author: Lynette M. Hadden

Summary: Builds young children's self-esteem by preserving Navajo traditions and history. Seeks to reduce negative stereotyping and promote authentic understanding of the Navajo and all Native Americans by children through grade 3.

Components: "The Navajo Way" highlights five aspects of Navajo culture—education, fun, food, running, and arts and crafts. This 30-minute video tape is accompanied by these teaching materials:

- "Introduction to the Navajo Way" establishes objectives for children and the program.
- A teacher's guide suggests ways to use the video.
- "Things to Do" offers activity suggestions, a list of supplies, recipes, and game directions.
- A resource list recommends books for children and teachers.

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Contact: Lynette M. Hadden
Rural Utah Child Development
P.O. Box 508
Wellington, UT 84542-0508
801-637-4960

Pathways

Grantee: Oneida Tribe of Wisconsin
Oneida Wisconsin

Summary: Shares tribal culture and enhances the self-esteem of Iroquois children. Emphasizes the importance of the environment, nature, and preservation of the earth. Resources for teachers of children through grade 3.

Component: The curriculum guide is divided into 13 months, representing the 13 moons, each with a legend and corresponding activities. For example, the Harvest moon focuses on people and families. Activities and materials relate to culture, the Oneida language, art, language and math, creativity, science, food, songs, and movement.

Contact: Mary Ellen Hayes
P.O. Box 365
Oneida, WI 54155
414-869-2214, ext. 371

Project Come Together

Grantee: Mahube Community Council, Inc.
Head Start Program
Detroit Lakes, Minnesota

Author: Sharon Ylitalo

Summary: Describes ways to build relationships across generations, especially in rural areas.

Components: Project Come Together's report offers recommendations for agencies interested in building intergenerational programs. A manual describes the benefits of intergenerational programs, details how to plan one, and suggests activities. The appendices include an activity evaluation form, staff survey, sample letters, and suggested children's books with intergenerational themes.

Contact: Sharon Ylitalo
Mahube Community Council, Inc.
P.O. Box 747
Detroit Lakes, MN 56502
218-847-1385

Project Koti Ja Lapsi

Grantee: Mahube Community Council, Inc.
Head Start Program
Detroit Lakes, Minnesota

Authors: Sharon Ylitalo, Virginia Gassner (Consultant), and Jan Hulleman (Illustrator)

Summary: Focuses on the ethnic heritages of children of Norwegian and Finnish descent. Appropriate as a cultural awareness resource for young children through grade 3. Helps children and their families develop a sense of pride in their own cultures.

Component: Koti Ja Lapsi/Home and Child, a multicultural resource manual, describes the cultures of Norway and Finland. It includes customs and holidays, foods, arts and crafts, rhymes and fingerplays, games, music, folktales, pronunciation guides, and a letter to parents explaining the program.

Contact: Sharon Ylitalo
Mahube Community Council, Inc.
P.O. Box 747
Detroit Lakes, MN 56502
218-847-1385

Science Helps Children Grow

Grantee: University of Wisconsin-Stout
Menomonie, Wisconsin

Author: Priscilla Huffman

Summary: Contains 15 science materials packages to address young children's interests and teachers' needs.

Components: Teachers and home visitors use the *Children's Assessment Measure*, a series of picture cards, to help children identify their science interests. Similarly, the *Teacher/Home Visitor Science Needs' Measure* enables staff to select topics of greatest interest to them. Video tapes accompany both measures. Children's and staff interests are then matched for curriculum planning.

Science materials packages and video tapes are available for birds, seasons, outer space, transportation, insects, shapes and sizes, zoo animals, water, insides/outsides of bodies, forest animals, reptiles, health/nutrition, plant life, colors, and farm animals.

Contact: Priscilla Huffman
University of Wisconsin-Stout
Home Economics Building Room 217
Menomonie, WI 54751
715-232-2466

Tet: Introducing the Vietnamese New Year to the Preschool Classroom

Grantee: City of Chicago
Chicago, Illinois

Authors: Daniel R. Scheinfeld and Phunon Ngoc Chung

Summary: Designed for programs through grade 4 that serve Vietnamese families and/or that support multicultural education. Presents major Tet themes (the lunar New Year) in meaningful and enjoyable ways.

Components: Three items are intended primarily for teachers:

- A 30-minute video tape reviews Tet themes and suggests how to plan and implement classroom activities. It emphasizes parent and community involvement, and includes *Stories for Tet*.
- The teacher's manual views the Tet celebration as an opportunity to bring Vietnamese family values and culture into classrooms. Topics include scheduling, customs, stories, games, the lunar calendar, and food. It also describes the relationship between Tet and the Chinese New Year, lists western calendar dates for Tet through 2011, and cites other resources.
- "The Child-Rearing Values of Vietnamese Refugee Head Start Parents" describes Vietnamese child rearing and family values held by 20 Head Start families in Chicago.

In addition, *Stories for Tet, The Vietnamese New Year* contains three illustrated children's stories written in English, Chinese, Vietnamese, and Spanish. These stories are narrated in English on the video.

Contact: Daniel R. Scheinfeld
Vietnamese Family Units
Erikson Institute
25 West Chicago Avenue
Chicago, IL 60610
312-280-1431 or 7302

Resource Materials

Overview

A new selection of materials for Head Start program improvement is now available through the efforts of nine Phase II grantees. Many projects, such as the mental health materials developed by ***Tlingit and Haida Head Start*** in Juneau, Alaska, developed resources specific to situations or cultures in their communities. A few broadened the use of classroom computers, including the Speech-Language Therapy Project sponsored by the ***Ramsey Action Programs, Inc/Head Start*** in St. Paul. Others concentrated on learning experiences for children.

The activities and results of these varied efforts are valuable to programs across the country that are seeking innovative curriculum ideas, creative staff development techniques, effective public relations tools, additional parent involvement strategies, and stronger integration of all Head Start components.

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Profiles

Adapting a Computer Curriculum to Head Start: The PACT-ACTT Partnership

Grantee: Macomb Projects
with
The College of Education
Western Illinois University
Macomb, Illinois

Authors: Patricia L. Hutinger, Letha Clark, and Karen Baird

Summary: Facilitates selection and use of developmentally appropriate software for young children using classroom computers.

Components: Three training manuals are available for teachers and families:

- *Computers Don't Byte* describes the Springfield Head Start computer facilities.
- *PAL for You*, written for parents who are new to computers, clarifies how to use three software programs with children.
- The *Head Start Computer Book* lists quality early childhood education software and suggests ideas for its use in Head Start.

Contact: Letha Clark
Macomb Projects
Western Illinois University
27 Horrabin Hall
Macomb, IL 61455
309-298-1634

Communicating With Non-English Speaking Families

Grantee: Albany Park Community Center, Inc.
Chicago, Illinois

Author: Sandra Fidler

Summary: Enhances parent involvement in programs that serve English-, Spanish-, and Korean-speaking children and their families.

Components: Two trilingual handbooks add to parents' understanding of Head Start and their roles as volunteers.

- The parent handbook describes Head Start center policies, schedules, and program components, with an emphasis on parent involvement.
- "Tips for Classroom Volunteers" describes ways parent volunteers can observe children, enter into daily activities, and meet the needs of individual children.

Contact: Sandra Fidler
Albany Park Head Start
4909 North Pulaski Avenue
Chicago, IL 60630
312-539-1974

Computer-Assisted Speech-Language Therapy Project

Grantee: Ramsey Action Programs, Inc./Head Start
St. Paul, Minnesota

Summary: Advises how to set up and implement a speech and language program for Southeast Asian children and their families using computers. Software can be adapted for computers other than the Apple II GS.

Components: These print materials are available for Head Start staff:

- An instructor's guide provides information on the grant, how to use the Apple II GS, choosing software, and general information on speech and language development.
- Weekly instructor's guides coordinate the High/Scope curriculum with software for a 12-week period.

Contact: Valerie Lewicki
Ramsey Action Programs Head Start, Inc.
215 East Sixth Street
St. Paul, MN 55101
612-220-1870

Curriculum Resource for Early Childhood Programs

Grantee: Topeka Head Start
Topeka, Kansas

Author: Barbara Hodges

Summary: Represents collaboration between Head Start and other early childhood education professionals in developing their own curriculum.

Components: Three items were developed as curriculum resources.

- *Topeka Curriculum Model Concepts* introduces the program's philosophy regarding teacher characteristics, play, parent involvement, equity education, and humor education.
- Teaching activities with children are divided into 30 units grouped into six categories: self-concept, sensory experiences, health and safety, plants and animals, time and weather, and the physical world. Each unit covers a variety of practical considerations including room environment, parent involvement, and learning experiences.

- Teaching activities with parents include parent discussion groups, home/teaching activities, a developmental chart, and learning games to make for children.

Contact: Barbara Hodges
Rainbow Resources, Inc.
P.O. Box 1418
Topeka, KS 66604
913-273-8249

HIV/AIDS Awareness Project

Grantee: Rural Alaska Community Action Program, Inc. (RurAL CAP)
Anchorage, Alaska

Author: Alaskan Native Health Board

Summary: Designed as an AIDS education and prevention program for Native American communities. Useful for parents, staff, and community organizations.

Components: Three videotapes are aimed at adults.

- "Face to Face" presents 45-minute interviews of Native Americans living with the HIV virus.
- 30-second public service announcements on "Rubbers," "I Have AIDS," and "AIDS Epidemic" were produced.
- "Circle of Warriors" features Native Americans living with the HIV virus. In this 27-minute video, they share the impact of the diagnosis on their lives and their families. They offer suggestions on ways for the medical and social community to respond to the needs of people living with AIDS.

These print materials supplement the videos:

- An 8-page discussion guide helps families pursue topics covered on the videos.
- A family learning packet includes fact sheets on topics such as pregnancy and the HIV virus; and alcohol, sex, and the HIV virus.

Contact: Library Media Specialist
RurAL CAP
P.O. Box 200908
Anchorage, AK 99520
907-279-2511

Legends

Grantee: Alabama-Coushatta Reservation Tribal Council
Head Start Program
Livingston, Texas

Summary: Preserves the oral culture of the Alabama-Coushatta tribe for Coushatta children and their families.

Components: These materials are intended for use with Coushatta children and their families:

- A "Legends" video tape features three legends read in the Coushatta native tongue with English voice-over. The history of the Alabama-Coushatta Reservation Tribal Council Head Start program is also included.
- Three children's books contain the legends on the video.

Contact: Myra Battise
Route 3, Box 640
Livingston, TX 77351
409-563-4666

Parent and Child Education Mental Health Curriculum (PACE)

Grantee: Tlingit and Haida Head Start
Juneau, Alaska

Summary: Offers resources for staff seeking to develop mental health materials that are culturally appropriate for Head Start children and families, especially those living in southeast Alaska. Focuses on families at risk, such as single and teenage parents, divorced families, abusive families, and families coping with problems related to alcohol and economic instability.

Components: PACE offers a wide variety of print materials designed for staff as they work with parents.

- Resource directories for southeast Alaskan communities
- Pamphlets and articles on mental health issues such as coping with children's fears, alcohol, and stress
- "Parenting Concerns" fact sheets that address drugs, alcohol, and fathers; fetal alcohol syndrome; and helping children cope with death
- A discussion guide with suggestions on planning and leading a parent discussion series on alcohol/drug abuse, family violence, death, divorce and separation, parenting, personal safety, stress, and self-esteem
- A bibliography of resources for families and staff

These items enable teachers to create healthy classroom environments:

- Classroom curriculum guide that considers conflict resolution, cultural awareness, awareness of others, feelings/emotions, personal safety, and self-esteem
- Training video
- Bibliography of children's books
- Preschool Teachers and Mental Health packet of articles, pamphlets, and fact sheets on coping skills, burnout, and related topics

Contact: Head Start Director
Tlingit and Haida Central Council
320 West Willoughby
Juneau, AK 99801
907-586-1432

Tulare County Child Care Educational Program

Grantee: Tulare County Office of Education
Visalia, California

Author: Nancy Andrews

Summary: Develops cultural awareness and mental health capacities for staff working with Laotian-American children through grade 6 and their families.

Components: Three video tapes, all available in English, enable staff of human service programs to work more effectively with Laotian-American children and their families.

- "Old Friends and New" reviews Laotian culture and immigration history.
- "Learning Together" demonstrates how Head Start staff work successfully with Laotian families. It emphasizes respect for cultural diversity and sensitivity to family traditions and primary language.
- "Healing Arts" concentrates on cultural beliefs in spiritual and folk medicine and their importance in providing Head Start services.

A fourth video, also available in Spanish and Laotian, serves as a public relations and recruitment tool. "Helping Families Help Their Children" is an overview of the Tulare County home-based, family child care, center-based, and migrant Head Start programs.

Contacts: To order video tapes, contact
Rosemarie Wise
Better Video Duplicating
2156 North Fine
Fresno, CA 93727
209-251-3873

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For program information, contact
Beth Johnstone
Program Director
Tulare County Child Care Education Program
7000 Doe Avenue
Visalia, CA 93291

Two Rivers Head Start Curriculum Guide

Grantee: Two Rivers Head Start
Batavia, Illinois

Authors: Liz Wilmes and Vohny Moehling

Summary: Compiles ideas for exploring themes with young children through learning centers and activities.

Components: Two books provide objectives and ideas for daily activities for learning centers, circle time, transitions, snack, volunteers, and at-home follow-up.

Book 1 covers

- art-discovery
- sand and water
- blocks
- language
- dramatic play

Book 2 addresses themes and activities such as these

- fall harvest
- occupations
- signs of spring
- food for all of us
- think safety
- five senses
- our emotions and feelings
- water everywhere
- musical instruments
- insects and spiders
- dirt and sand

Contact: Vohny Moehling
222 East Wilson
Batavia, IL 60510
708-406-1444

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Staff and Parent Development

Overview

One of Head Start's major thrusts is to continually improve the program by offering staff and parent development opportunities. The Sharing Parenting materials developed by ***Rainbow Community Head Start*** in Philadelphia are targeted at both groups. Greater cultural awareness can extend beyond the Head Start community to elementary schools and social service agencies.

Stress management for families is an enduring concern being addressed by the ***Michigan Upper Peninsula Mental Health Training, Prevention and Wellness Institute*** in Houghton.

Home visitors and CDA candidates are among the staff initiatives given attention by grantees. Supervisory staff may be intrigued by the Head Start Leadership Training Program developed at ***National-Louis University*** in Evanston, Illinois. Its intensive training will further Head Start leader's abilities to serve children and families in the most effective manner.

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Profiles

Enhancing Self-Esteem Innovative Project

Grantee: Westmoreland Human Opportunities, Inc. (W.H.O.)
Head Start Program
Jeannette, Pennsylvania

Authors: Ilene Solomon Greenstone, Wendy Levin-Shaw, and Michael Sean Carriger

Summary: Enhances self-esteem of parents and staff simultaneously. Useful for any adult education or parent development program. Requires an experienced trainer to process discussions and activities with the group, prepare materials, and plan a schedule for each session.

Components: The training manual, *Enhancing Parent Self-Esteem Through Staff Training*, includes eight sessions with training exercises and background information. It sets the stage for developing a training program, suggests training techniques, and reviews project findings and recommendations.

Contact: Ilene Greenstone
Westmoreland Human Opportunities, Inc.
Head Start Program
227 South Fourth Street
Jeannette, PA 15644
412-523-6890

Head Start Leadership Training Program

Grantee: National-Louis University
Evanston, Illinois

Authors: Paula Jorde Bloom, Marilyn Sheerer, Norma Richard, and Joan Britz

Summary: Enhances administrative abilities of Head Start directors, supervisors, coordinators, and other leaders, and prepares interested head teachers to assume administrative roles. Intensive program designed for staff who hold college degrees. Training cycle lasts from 20 to 24 months.

Components: The program report identifies the training model's philosophical underpinnings, summarizes outcomes, reviews three case studies, outlines training themes, and offers recommendations. Resource instructors are listed along with course outlines, various evaluation instruments, and research topics.

Contact: Paula Jorde Bloom
National-Louis University
Early Childhood Professional Development Project

2840 Sheridan Road
Evanston, IL 60201
708-475-1100, ext. 2251

Head Start Stress Management Training and Parent Education for Low-Income Families (SMT-PELIF)

Grantee: Michigan Upper Peninsula Mental Health Training, Prevention and Wellness Institute
Houghton, Michigan

Summary: Teaches stress management as a prerequisite to other parenting skills through 15 weekly workshops lasting 2 1/2 to 3 hours.

Components: Training materials for SMT-PELIF have three components.

- The teacher protocol enables home visiting staff to identify at-risk families.
- The curriculum for parents contains units on self-esteem, life planning, stress management, and parent training.
- A process manual describes how to use the curriculum in Head Start programs.

Contact: Susan Donnelly
Michigan Upper Peninsula Mental Health Training, Prevention and Wellness Institute
900 West Sharon Avenue
Houghton, MI 49931
906-482-4880

Home Visiting in Hooper Bay

Grantee: Rural Alaska Community Action Program, Inc. (RurAL CAP)
Anchorage, Alaska

Summary: Serves as a training resource for home visitors in rural areas.

Components: This convenient training package has two components.

- A "Home Visiting in Hooper Bay" video tape shows how home visitors in Head Start work with children and families. It combines portions of four home visits to depict one complete session, and includes a staff meeting where home visitors share information and gain support.
- The training guide includes the video script and discussion questions.

Contact: Library Media Specialist
RurAL CAP
P.O. Box 200908
Anchorage, AK 99520
907-279-2511

The San Juan College CDA Field Training Project for Native Americans in Rural and Isolated Communities

Grantee: San Juan College
Farmington, New Mexico

Summary: Guides Native American CDA candidates who live in rural and isolated communities through the CDA credentialing process with respect for cultural diversity, individual abilities, and learning styles.

Components: Two print items were developed through this innovative grant.

- "Telling Your Story" briefly describes Head Start and the CDA credentialing process.
- *Stories That Teach: Lessons Learned from Native American Head Start Classrooms About CDA Training* provides insight into the credentialing process.

Training support for CDA candidates is available through two video tapes.

- "Well Told Stories" shows Native American Head Start classrooms in action during a 22-minute overview of CDA training in these settings.
- "Scenes for Practice Classroom Observations" uses footage from eight scenes in "Well Told Stories" to enhance teaching skills.

Contact: David Beers
San Juan College
4601 College Boulevard
Farmington, NM 87401
505-326-3311

Sharing Parenting: Child Socialization; A Crosscultural Perspective

Grantee: Rainbow Community Head Start
Philadelphia, Pennsylvania

Authors: Robin Miller and Aquiles Iglesias

Summary: Heightens an appreciation for the differences and similarities among families in U.S. multicultural society. Applies to efforts by Head Start, elementary schools, and social service agencies. Level I training is an overview of child socialization practices. Level II training, an optional expansion of the topics, requires a trainer who is familiar with the issues addressed in the video and is prepared to handle questions that will emerge during the discussion.

Components: Two items form the basis for this training program.

- In the 25-minute video tape, parents from diverse cultural and linguistic backgrounds share their opinions and beliefs

about child rearing on topics such as nature vs. nurture, who influences children, and stages of development.

- A facilitator and participant manual includes background information, key concepts, activities to promote discussion, and an overview of the trainer's role.

Contact: Robin Miller
Early Childhood Development Evaluation Program
Temple University
Ritter Annex, Ninth Floor
13th and Cecil B. Moore Street
Philadelphia, PA 19122
215-787-4622

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Appendix A

Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8

Reprinted with permission from the National Association for the Education of Young Children, "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8," *Young Children*, March 1991, pp. 21-38.

Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8

A POSITION STATEMENT OF THE
National Association for the Education of Young Children

AND THE
National Association of Early Childhood Specialists in State Departments of Education

Adopted November 1990

Background information

The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) jointly developed these guidelines to inform decisions about curriculum content and assessment in programs serving children 3 through 8 years of age. The purpose of this document is to guide teachers and supervisors to: (1) make informed decisions about appropriate curriculum content and assessment, (2) evaluate existing curriculum and assessment practices, and (3) advocate for more appropriate approaches. This document is designed to assist teachers and administrators with only one part of their complex jobs—their important roles as curriculum decision makers and evaluators.

Curriculum decisions not only involve questions about **how** children learn, but also **what** learning is appropriate and **when** it is best learned (Katz, 1989). In addition, the way learning is assessed directly influences what is taught and when it is expected to be learned. Therefore, these guidelines address both curriculum and assessment. The early childhood profession believes that curriculum and assessment should be planned based on the best knowledge of theory and research about how children develop and learn, with attention given to individual children's needs and interests in relation to program goals.

Curriculum is an organized framework that delineates the content children are to learn, the processes through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur. The early childhood profession defines curriculum in its broadest sense, encompassing prevailing theories, approaches, and models. **Assessment** is the process of observing, recording and otherwise documenting the work children do and how they do it, as a basis for a variety of educational decisions that affect the child, including planning for groups and individual children, and communicating with parents. Assessment encompasses the many forms of evaluation available to educational decision makers. Assessment in the service of curriculum and learning requires teachers to observe

It is important to explain how the scope of these guidelines, for 3- through 8-year-olds, was determined. NAEYC defines "early childhood" as birth through age 8. We have not changed our position that education begins at birth. However, curriculum and assessment for infants and toddlers looks different from what is described here. In fact, many infant specialists object to the use of the word "curriculum" with infants. Because this document is a joint position statement of NAEYC and NAECS/SDE and we assume one of its primary audiences will be public school personnel, we originally conceived the document to address the age range of 4- through 8-year-olds to be compatible with the early childhood unit concept recommended by the National Association of State Boards of Education (1988). We chose to expand the scope to address 3-year-olds in anticipation of future trends toward increased educational services for this age group in public schools, Head Start, and child care programs.

and analyze regularly what the children are doing in light of the content goals and the learning processes.

The need for guidelines

The decade of the 1980s saw numerous calls for widespread school reform, with changes recommended in teacher education, graduation requirements, school structure, and accountability measures. With the advent of the 1990s, school reform finally took on the essential question: what to teach (Rothman, 1989). Critiques of prevailing curriculum content and methods and calls for sweeping change were issued by national organizations representing the subject-matter disciplines and administrators including the National Council of Teachers of Mathematics (1989), the American Association for the Advancement of Science (1989), the International Reading Association (1989), the National Council of Teachers of English (Lloyd-Jones & Lunsford, 1989), the National Commission for the Social Studies (1989), the National Association of Elementary School Principals (1990), the National Association of State Boards of Education (1988), and the Association for Supervision and Curriculum Development (1989), among others. The early childhood profession represented by the National Association for the Education of Young Children (NAEYC) entered the educational reform debate by issuing influential position statements defining developmentally appropriate practices for young children (Bredekamp, 1987).

These reports reflect a growing consensus that the traditional scope and sequence approach to curriculum with its emphasis on drill and practice of isolated, academic skills does not reflect current knowledge of human learning and fails to produce students who possess the kind of higher-order thinking and problem-solving abilities that will be needed in the 21st century. Past success in improving basic skills in the 3 Rs has not been matched by success in improving reading comprehension, writing fluency, or math problem-solving ability. In addition, it is evident that our schools are failing to produce future generations with even a working knowledge of the natural, physical, and social sciences, much less the kinds of minds that will create new knowledge in these areas. Specifically, these national organizations call for schooling to place greater emphasis on: active, hands-on learning; conceptual learning that leads to understanding along with acquisition of basic skills; meaningful, relevant learning experiences; interactive teaching and cooperative learning; and a broad range of relevant content, integrated across traditional subject matter divisions. At the same time, these organizations unanimously criticize rote memorization, drill and practice on isolated academic skills, teacher lecture, and repetitive seatwork.

Along with calling for change in curriculum, major national organizations have raised concerns about the negative effects of traditional methods of evaluation, particularly standardized paper-and-pencil, multiple-choice achievement tests. There is increasing recognition that curriculum reform must be accompanied by testing reform. National organizations are now calling for more performance-based assessments that align with current views of curriculum and more accurately reflect children's learning (FairTest, 1990; Kamii, 1990; NCTM, 1989; NAEYC, 1988; NAECS/SDE, 1987; National Commission on Testing and Public Policy, 1990).

The emerging consensus about needed curriculum and assessment reform is very encouraging, but has been slow to result in real change in curriculum and assessment practices in the early grades. The basic problem is that in some ways current curriculum does not demand enough of children, and in other ways it demands too much of the wrong thing. On one hand, the accountability movement with its emphasis on standardized test scores has narrowed the curriculum to those basic skills that can be easily measured on multiple choice tests, thus diminishing the intellectual challenge for many children. This narrow focus also leads to children's being drilled on content that is devoid of meaning for many children. On the other hand, current curriculum expectations in the early years of schooling often are **not** appropriate for the age groups served. Overemphasis on standardized test scores has contributed to a curriculum in which next grade expectations of mastery of basic skills are routinely pushed down to the previous grade (Shepard & Smith, 1988). As a result, what used to be taught in first grade is now routinely taught in kindergarten and what used to be taught in kindergarten appears on the entrance test for admittance to school. The trend toward drill and practice on isolated academic skills in kindergarten and first grade has trickled down further to programs for 3- and 4-year-olds. As a result, the early school experiences of many children are marred by unnecessary struggle and failure.

The most common solutions to the problem of early school failure—testing children for kindergarten entry and placement, raising the entrance age to kindergarten, adding an extra, "transitional" year between kindergarten and first grade, or retaining children in preschool, kindergarten or first grade (as many as 20 to 30% in some districts)—are all veiled attempts to obtain an older, more capable cohort of children at each grade level. These strategies reveal the fact that current curriculum expectations do not match the developmental level of the children for whom the grade is intended. In effect, these strategies blame the victims, the children, rather than confronting the real problem—an inappropriate curriculum.

Since major national organizations have issued position statements on curriculum and evaluation that are congruent with the early childhood profession's positions, what is the rationale for developing this set of guidelines for early childhood curriculum and assessment? NAEYC's previously published positions (Bredekamp, 1987) provide clear guidance about **how** to teach young children, but are less specific about content, **what** to teach. In implementing developmentally appropriate practice, teachers and administrators must make decisions about what to teach and when, and how to best assess that learning has taken place. This document is designed to help guide those important decisions about curriculum content and assessment.

The development of guidelines for

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curriculum content and assessment is a challenging task. As professionals, we place great value on individualization. Justifiably, we refuse to dictate curriculum because good curriculum must be individually appropriate to the needs and interests of the children in a program. In addition, it must be culturally salient and locally relevant and meaningful in the context of a specific community. Historically, early childhood educators have hesitated to officially address the issue of curriculum because we place great value on emergent curriculum, what successful teachers do in conjunction with and in response to children. However, others have not hesitated to fill the void (Bennett, 1988; Hirsch, 1987). Most often, curriculum decisions are abdicated to commercial textbook publishers, distributors of packaged curricula, and developers of standardized tests. These practices have been disastrous for children and can no longer go unchallenged. When policies and practices are necessary to "protect" children from school and when kindergarten and first grade are routinely described as "aversive environments," something is seriously wrong with the curriculum.

Curriculum development should take into account the many sources of curriculum: child development knowledge, individual characteristics of children, the knowledge base of various disciplines, the values of our culture, parents' desires, and the knowledge children need to function competently in our society (Spodek, 1988; 1977; in press). The task of developing curriculum is made more difficult by the fact that these diverse sources of curriculum may be in conflict with one another. For example, the values and priorities of parents and the community are significant factors to be considered in determining what should be learned; however, parents and the community will not necessarily agree on all goals. The expertise of early childhood professionals should also influence decisions about appropriate goals for children (Katz, 1989). To some extent, curriculum decisions represent a negotiation process with parent and community expectations about what is taught influenced by professional expertise about how to teach and when content is appropriate.

Content versus process: The curriculum debate

In establishing guidelines for curriculum, it is advisable to heed the warnings of Eisner and Vallance (1974) against the three most common fallacies that mark curriculum debate. One fallacy is to emphasize process to the exclusion of content, placing utmost importance on how children learn, rather than what they learn. The opposite error is to emphasize content over process, assuming that there is a body of content that all students should master and that emphasizing content is necessary to ensure academic rigor. A logical extension of this argument leads to the third fallacy: that there is a universal curriculum that is "best" for all children.

Early childhood education covers a broad age-span. For example, programs for 3- and 4-year-olds tend to emphasize process rather than content. As a result, in evaluating early childhood programs, it quickly becomes apparent that the "curriculum" may vary from the intellectually important to the trivial. At the other end of the early childhood continuum, many primary grade schools have stressed the acquisition of content, primarily basic academic skills and only recently have some begun to emphasize the development of learning processes such as writing, thinking, and problem solving. Finally, early childhood professional organizations are so opposed to the specter of one best curriculum, that in the past, we have avoided the task of defining appropriate curriculum.

The fact remains that the question of which is more important, content or process, is really a moot point. In order to write, think, or solve problems, learners must have something to write about, to think about, or some real problem to solve. In short, these important learning processes require content. Similarly, content cannot be learned without learning processes being engaged; the question is more one of the effectiveness or value of the learning processes. The content versus process debate should be put to rest since "any form of learning can deal with the intellectually trivial as well as the intellectually significant" (Eisner & Vallance, p. 14) and "no matter how well something is taught, if it is not worth teaching, it is not worth teaching well" (Eisner, 1990, p. 524).

In developing these guidelines, NAEYC and NAECS/SDE acknowledge the importance of rich, meaningful content in a program of developmentally appropriate teaching practices. We draw on prevailing theories of development and learning to guide process, and we look to well-established traditions in curriculum theory to support decisions about appropriate content. We do not advocate any one model curriculum. Instead, we offer guidelines—a framework for decision making—about appropriate curriculum content and assessment.

Curriculum planning: A metaphor

There are many legitimate approaches to curriculum planning just as there are many ways to plan a menu. For example, in meal planning, one can be guided by knowledge of nutrition derived from theory and research. Meals planned from this perspective will undoubtedly be nourishing. However, without attention given to the interests and preferences of the diner, the nourishing meal may go uneaten. Some menus are based simply on what the eaters like. Again, without attention to nutritional needs, the meal may be consumed but provide less value. Some menus are planned by flipping through the cookbook and picking what sounds interesting or fun. Again, this random approach may or may not result in healthy outcomes. Lastly, many meals are planned by going to the cupboard and seeing what is there. If the food on hand is fresh and nutritious, the outcome may by chance be positive. However, if only junk food is available, the meal will be composed of empty calories.

As in menu planning, curriculum can be derived from many sources and the outcomes can vary enormously. Curriculum should be based on sound theoretical principles of how children develop and learn, but it must also be derived from the needs and interests of

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individual children if it is to be fully effective. For example, if food is served that is very different from children's experiences at home, they may reject it and fail to obtain its nutritional benefits. The same result may occur when curriculum is not relevant to children's family backgrounds and cultures.

Overemphasis on preferences and interests, however, in the absence of clear goals and objectives, can lead to haphazard curriculum planning that may or may not achieve worthwhile outcomes. Too often, early childhood programs have been criticized as ineffective learning environments because they have emphasized children's play without articulating the goals for children, the value of play for learning, or the essential role of the teacher in planning the environment and facilitating learning through play. A fine balance must be achieved in planning curriculum for young children. On the one hand, teachers may err by not doing enough planning to stimulate children's learning (the milling around model), but if their activity is dictated by the plans, the teacher may fail to adapt to individual differences and interests (Jones, 1989).

Unfortunately, the cookbook approach is all too common in early childhood programs. In fact, activity books abound that frequently serve as the only curriculum guide. As in menu planning, the individual recipes may be appropriate and valuable, but without a framework and organization, they may fail to provide the opportunity for rich conceptual development that is likely with a more coherent, thoughtful approach. Lastly, "curriculum" may be implemented using the cupboard approach. This approach is totally dependent on the appropriateness of the available materials and activities. If they are basically age-appropriate, then the result is not harmful, but not optimal. If they are inappropriate and even trivial as is much of available commercial curricula, then they are a waste of children's and teacher's time.

Curriculum should be planned based on the best knowledge of theory, research, and practice about how children develop and learn with attention given to the individual needs and interests in a group in relation to program goals. A brief discussion of that knowledge base follows.

Theoretical framework

"What does it mean to approach children developmentally? It means that we recognize the child's changing capacities, and that we recognize that a child has the capacity for change." (Garbarino, 1989, p. 30)

Decisions about appropriate curriculum and assessment inevitably derive from a particular perspective or theoretical framework. These guidelines are based on specific assumptions about how children learn and develop and also on relevant theories of curriculum that guide decisions about what is important to learn and when. The purpose of this section is to make explicit the theoretical framework or belief system that underlies the guidelines.

How children learn: Theoretical perspectives on development and learning

All educators have a belief system, whether explicit or implicit, about how children learn and what they should be learning that guides and influences their practice. Theories are useful because they help teachers understand why they do what they do and explain why something happens. There are many theories of learning and development that explain various phenomena. Many early childhood professionals have found some theories, such as those developed by Piaget (1952), Vygotsky (1978), and Erikson (1963) more comprehensive and explanatory, and therefore more useful than others. It is these theories that inform this document.

Learning is such a complex human activity that no one theory entirely explains it. To some extent, the complexity of learning results in part from the fact that there are different kinds of knowledge which have been variously described by different theorists. One framework for categorizing knowledge is provided by Piaget (1952). He differentiates physical, logical-mathematical, and social-conventional knowledge as determined by the source of the knowledge. The source of physical knowledge is external observable reality such as when a ball rolls down an incline; the source of logical-mathematical knowledge is the relationships mentally constructed inside the individual as in classifying or sequencing where the system originates in the classifier's head, not in the objects themselves; finally, the source of social-conventional knowledge is the agreed-upon conventions of society such as the days of the week, holidays, names given to numerals and the alphabet (Kamii, 1990).

Vygotsky (1978) also provides a useful framework for categorizing and, therefore, understanding the nature of knowledge. He distinguishes spontaneous concepts from school-learned concepts. Spontaneous concepts are those that the child discovers through direct experience, such as that adding ice cubes to water makes it colder; these are concepts that the child constructs mentally without need of instruction from adults. On the contrary, school-related or scientific concepts originate in the culture and represent the body of knowledge from past generations; for example, the Fahrenheit scale informs us that ice freezes at 32 degrees, while the Celsius scale names the freezing point at zero. It would be virtually impossible for each generation of learners to construct this type of knowledge from direct, personal experience; instead its origin is in the social experience that occurs in school (Strauss, 1987).

Vygotsky's school-learned concepts are analagous to Piaget's social-conventional knowledge, just as Vygotsky's notion of spontaneous concepts parallels Piaget's view of construction of knowledge. These frameworks are useful in helping educators conceptualize the nature of learning, but it is important to emphasize that in real life, these types of learning are interrelated. For instance, in becoming literate, children do not construct their own language system; even their most inventive writing reflects principles of the language of their culture. What they personally construct is their understanding of the relationships that constitute the reading or writing process. A major contributor to early school failure is submersion of non-English speaking children into classrooms

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where the children's own culture and language background are neither incorporated nor valued.

The theories of Piaget and Vygotsky do not explain everything educators need to know about learning, but they are very useful in helping to overcome the artificial dichotomies that too often arise within the field of early childhood education. The curriculum debate over content versus process, described earlier, is really symptomatic of the fact that early childhood educators tend to emphasize spontaneous, constructed knowledge while traditional public education tends to consider only school-learned, social-conventional knowledge as legitimate learning. The content emphasis identifies a variety of content and tends to assume the process of teacher-directed instruction; the process emphasis identifies a variety of processes including child-initiated learning and mostly assumes the content. Each of these positions can inform the other so that ideally, curriculum incorporates both rich, meaningful content and interactive child-centered learning processes.

The nature of learning should inform the practice of teaching. Again, the artificial dichotomy between spontaneous, constructed learning and school-related learning is reflected in arguments over child-initiated versus teacher-directed instruction. The fact is that children construct important learning, particularly physical and logical-mathematical knowledge, through child-initiated, spontaneous activity. But they also learn a great deal from adults. For example, language learning begins in the parent-child relationship; and language is the essential prerequisite for communication (Smith-Burke, 1985). Rather than dichotomizing aspects of learning and/or teaching, the teaching-learning process is better characterized as an **interactive** process. Following is a summary of the basic assumptions about learning and teaching as an interactive process that inform this document.

- **Children learn best when their physical needs are met and they feel psychologically safe and secure.**

Appropriate curriculum does not violate, but rather respects children's biological needs. For example, in appropriate programs children are not required to sit and attend to paperwork or listen to adult lectures for extended periods of time because such activity is at odds with children's biological needs. Likewise, the curriculum provides for active physical play and periods of more restful, quiet activity since this pattern is compatible with children's physical needs.

In addition to meeting children's physical needs, adults ensure an environment in which children feel safe, secure, and accepted. The social and economic conditions in which many American children live today intensify the need for programs to support children's social and emotional development. Children need to know that school is a safe place, where adults will protect and support them, and where they can be happy, comfortable, and relaxed. If children experience stress-related symptoms such as stomachaches, headaches, or sleeping disruptions, or simply do not want to go to school, then the school may not be meeting their need for psychological safety. Additionally, the degree to which children perceive continuity between their school and home experiences, a connectedness between the culture of the school and the culture of their family, influences the degree to which children feel psychologically safe in out-of-home environments. When parents are meaningfully involved in the program, the program is more likely to provide an effective learning environment for all children.

- **Children construct knowledge.**

A child's mind is not a miniature model of an adult's, nor is it an empty vessel that gradually fills with information. From infancy, children are mentally and physically active, struggling to make sense of the world. Children are continually acting on and organizing experiences mentally, whether they are social experiences with adults and other children or physical experiences with objects. In short, children construct their own knowledge through repeated experiences involving interaction with people and materials (Piaget, 1952). Knowledge is constructed as a result of dynamic interactions between the individual and the physical and social environments.

The child's active experimentation is analogous to spontaneous research; in a sense, the child discovers knowledge. Central to experimentation is making "constructive errors" that are necessary to mental development. We know that children construct knowledge because they possess so many ideas that adults do not teach them (DeVries and Kohlberg, 1990). These "errors" or "incorrect" ideas from the adult's viewpoint, reflect children's developing attempts to understand relationships and form concepts based on their own experiences. When a 3-year-old inquires about a neighbor woman's husband, "What's your daddy's name?," she demonstrates her construction of knowledge. No one has told her that the man is the woman's father. From her limited experience, she defines men we live with as daddies. For all children, ideas, objects, relationships, and experiences become meaningful because of the interpretation the child gives them.

Studies of children's emerging literacy clearly demonstrate that children actively construct their understanding of written language (Ferreiro & Teberosky, 1982; Teale & Sulzby, 1986). When a 4-year-old makes four scribbles on the page and rereads, "This is my house," when a 5-year-old writes VESAB and reads, "This is a birthday," or when a 6-year-old puts a dash between each word she writes in her journal, these children display evidence of their internal construction of writing. They are not reproducing writing behaviors they have seen because adults do not write this way; these "errors" reflect their active construction of the writing process.

Children need to form their own hypotheses and keep trying them out through mental actions and physical manipulations—observing what happens, comparing their findings, asking questions, and discovering answers. When objects and events resist the working model that the child has mentally constructed, the child is forced to adjust the model or alter the mental structures to account for the new information. Throughout childhood, these mental structures are continually

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being reshaped, expanded, and reorganized by new experiences. In the example on page 25, the 3-year-old girl gradually comes to understand that there are many categories of males in families, including fathers, brothers, husbands, uncles, and grandfathers, as she hears about and experiences different family structures. Similarly, our budding writers will change their writing strategies over time as their literacy learning develops. Children's understanding of concepts is facilitated by providing repeated experiences and real problems to solve so they can see contradictions between their thinking and the reality of the world.

• Children learn through social interaction with adults and other children.

The healthy development of young children begins in a relationship with another human being, the parent-child relationship being the primary example of social interaction through which very young children develop and learn. It is well recognized that disruptions in early attachment relationships often lead to general social and emotional difficulties (Garbarino, 1989). However, the importance of social relationships to cognitive development should not be underestimated. For example, language development is fundamental to learning and language development requires social interaction.

According to Vygotsky (1981), the development of higher order mental functions such as conceptualization begins in social interaction and then is internalized psychologically. Most adults can think of situations where they did not really understand something until after they had discussed it with several people. At other times, we find that we really do not own a concept until we have articulated it to someone else. This kind of learning through social interaction is important throughout life, but essential for children who need to test the mental hypotheses they construct against the thinking of other people.

The vital role of teachers and other adults is to support children's development, both in terms of their actual development and their potential. Vygotsky (1978) uses the term, "zone of proximal development" to describe the level of development where the child can function with the assistance of adults or more capable peers, the level beyond where the child is able to function independently. The principle of learning is that children can do things first in a supportive context and then later independently and in a variety of contexts. The support of adults and more competent peers provides the necessary assistance or "scaffold" that enables the child to move to the next level of independent functioning. The teacher's role is one of supporting, guiding, and facilitating development and learning, as opposed to the traditional view of teaching as transmission of knowledge.

Social interaction is necessary for intellectual development, but it is also necessary for children to develop social competence and self-esteem. Social interaction calls for reciprocity, mutual respect, and cooperation; that is, the adjustment of individual differences in beliefs, ideas, perspectives and intentions to create mutually acceptable rules and conventions (Piaget, 1932; Erikson, 1963). All these capabilities are related to school success and are required of full participants in a democracy.

• Children's learning reflects a recurring cycle that begins in awareness, and moves to exploration, to inquiry, and finally, to utilization.

Any new learning by children (or adults) follows a relatively predictable pattern or cycle. To learn anything new, we must first become aware of the phenomenon. Awareness is generated from experience. Children can only become interested in objects, events, or people if they are aware that they exist and have had some experience with them. The next step in the cycle of learning is exploration. If children are really to know about and understand something, they must explore it. Exploration is the process of figuring out the components of what is being learned, by whatever means possible, usually employing the various senses (seeing, hearing, touching, smelling, and tasting). Children must have direct, hands-on experience with the content in order to make it personally meaningful. This meaning will be governed by their own rules and views of the world, but is an important step toward true understanding. Awareness and exploration are essential to the learning process, but more is needed for complete understanding. Children's own rule systems must eventually be adapted to conform to the conventional rule systems of society. Inquiry is the process whereby children analyze and compare their own behaviors or concepts to what is observed in society and make closer approximations to the conventional patterns of the culture. The final aspect of the cycle of learning is utilization, where children are able to use what they have learned for multiple purposes and apply their learning to new situations. When children have opportunities to become aware and develop interest, explore and inquire, the learning becomes functional for them. In short, they own it.

The cycle of learning from awareness, to exploration, to inquiry, to utilization is not linear; for example, children may be exploring and inquiring simultaneously. Furthermore, this cycle of learning recurs as children's (and adults') learnings become more elaborated and refined. Children learn by doing, by touching, experimenting, choosing, talking, negotiating (Dewey, 1914; Jones, 1989). Active manipulation of the environment is essential for children to construct knowledge. Children's actions related to objects, events, and people, and their thinking about the consequences of their actions inevitably change their knowledge, reasoning, and understanding about their experiences. As Elkind (1976) states, "Not only are the child's thought and action changed by experience, but experience itself is changed as a direct result of the child's maturing mental operations. In short, there is inevitably an interaction, and what a child learns is always a product of experience that is itself conditioned by his or her level of cognitive development" (p. 112).

• Children learn through play.

The various kinds of play by young children are effective vehicles for promoting learning. Children's spon-

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taneous play provides opportunities for exploration, experimentation, and manipulation that are essential for constructing knowledge. Play contributes to the development of representational thought. A child expresses and represents his or her ideas, thoughts, and feelings when engaged in symbolic play. During play a child learns to deal with feelings, to interact with others, to resolve conflicts, and to gain a sense of competence. Perhaps most important, it is through play that children develop their imaginations and creativity.

Children's play also provides opportunities for children to practice spontaneously in a variety of situations the newly acquired skill or knowledge. This self-initiated practice is part of the process of inquiry; during play, children examine and refine their learning in light of the feedback they receive from the environment and other people. Children are naturally interested in participating in activities that strengthen their skills and deepen their understanding of concepts.

During the primary grades, children's play becomes more rule-oriented. As their learning moves toward utilization, they naturally desire that it conform to more conventional rule systems. Playing board and card games and group games with rules promotes the development of autonomy and cooperation which contributes to social, emotional, and intellectual development (DeVries & Kohlberg, 1990; Kamii & DeVries, 1980; Kamii, 1982). Throughout primary grades children need to continue to explore, experiment, imagine, and create, and play naturally promotes these processes.

• Children's interests and "need to know" motivate learning.

Children have an inherent need or "inner push" to exercise their emerging mental abilities and to make sense of their experiences. Teachers need to "identify content that intrigues children and arouses in them a need and desire to figure something out" (DeVries, 1987, p. 25). In short, teachers create awareness and foster interest in children by planning the environment and introducing new and stimulating objects, people, and experiences. Activities that are based on children's interests provide intrinsic motivation for learning. Children then demonstrate initiative, "the quality of undertaking, planning, and attacking a task" (Erikson, 1963, p. 255). Curriculum that is based on children's interests and internal motivation to understand fosters desirable dispositions and feelings, such as initiative, curiosity, attention, self-direction, industry, competence, and love of learning.

• Human development and learning are characterized by individual variation.

Each of the foregoing assumptions about learning begins with the word "children," as though generalizations about children apply equally to all. No discussion, however brief, of human development and learning is complete without attention to the principle of human variation. The fact is that every generalization about development and learning carries a caveat: A wide range of individual variation is normal and to be expected. Each human being has an individual pattern and timing of growth and development as well as individual styles of learning. Personal family experiences and cultural backgrounds also vary. Recognition that individual variation is not only normal but also valuable requires that decisions about curriculum and assessment be as individualized as possible.

What should children learn: Curriculum theory

Curriculum has many sources in addition to child development knowledge; these include the knowledge base of various disciplines and the values of the culture and community. Just as curriculum decisions draw on these many sources, principles or guidelines about curriculum content must take into consideration these diverse theoretical foundations. Spodek (1988; in press; Spodek & Saracho, 1990) cautions that we cannot justify the content of what we teach solely on how children learn because the "how" is more concerned with method; decisions about what to teach, the content of the curriculum, are heavily influenced by curriculum theory. Curriculum theories address questions about which knowledge is most important or worthy of inclusion.

A complete discussion of conflicting conceptions of curriculum and their historical influence is beyond the scope of this document and has been well-articulated elsewhere (Eisner & Valance, 1974; Kliebard, 1986). Eisner and Valance (1974) identify five disparate conceptions of curriculum—the development of cognitive processes, self-actualization, social reconstruction-relevance, academic rationalism, and technology—that have had varying degrees of influence on American schools. The influence of curriculum theorists cannot be understated. Examination of curriculum debates over the last century (Kessler, in press) reveals that it was the theory of curriculum as technology, most often associated with the "Tyler Rationale," that limited curriculum goals to observable, measurable behavioral objectives as much or more than behaviorist learning theory.

The foundation for "developmentally appropriate practice" advocated here and elsewhere relates to at least two of Eisner's conceptions of curriculum: it promotes the development of cognitive processes and it also emphasizes the role of personal relevance in curriculum decisions. However, the dominant rationale for the kind of child-centered, experiential learning we advocate is its consistency with democratic values. NAEYC clearly acknowledges that the principles of practice it espouses have their roots in John Dewey's vision of school and society (Bredekamp, 1987, p. 66). Similarly, these guidelines for curriculum and assessment reflect the theoretical perspective that the proper role of the schools is to prepare citizens for democracy and that such a goal dictates that schools emulate democratic communities.

An important American value is personal autonomy, possessing the inner resources to function as a contributing member of a free society. The long-term goal of American education is not only to help children develop personal integrity and fulfillment but also to enable them to think, reason, and make decisions necessary to participate fully as citizens of a democracy (Dewey, 1916). If producing such citizens is the long-term goal of education, then early childhood education programs need to establish goals that are congruent and that contribute to achieving this objec-

tive for all children. The box on page 28 is a **sample** statement of goals for programs serving children from 3 through 8 years of age. A program designed to meet these goals would not only be developmentally appropriate for children now, but would also develop the kind of citizens that our country will need in the 21st century: individuals who are able to think critically, work cooperatively, and solve problems creatively. (It is derived from many sources, primarily: Missouri Department of Elementary Education's *Project Construct Curriculum and Assessment Specification* (1989), the Connecticut Department of Education's *Guide to Program Development for Kindergarten* (1988), and the Report of NAEYC's Commission on Appropriate Education for 4- and 5-Year-Olds (Spodek, 1985).)

This introduction briefly described the practical and theoretical perspectives about curriculum and learning that inform this document. In short, early childhood educators view learning as a developmental, interactive process; learning occurs in children's minds as a result of an interaction—an interaction between thought and experience, an interaction with a physical object, or an interaction between a child and an adult, or between children and their peers. The guidelines that follow were derived from this theoretical perspective of how children learn and what learnings are important.

Guidelines for curriculum content and assessment for 3- through 8-year-olds

The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) jointly developed the following guidelines to inform decisions about what constitutes appropriate curriculum content and assessment procedures in programs serving children ages 3 through 8. Decisions about curriculum and assessment are among the most important decisions that educators make. Curriculum and assessment decisions usually reflect a compromise of sorts among the many parties who have an interest in what is taught and learned in schools: parents, community leaders, subject-matter experts, as well as professional educators. NAEYC and NAECS/SDE believe that early childhood educators bear a responsibility to ensure that such decisions are based on current knowledge about child development and learning as well as knowledge of individual children.

The purpose of these guidelines is to ensure that the knowledge base of early childhood education is applied when decisions are made about curriculum and assessment for young children, 3 through 8 years. Curriculum and assessment decisions must be based on knowledge of what is age-appropriate as well as what is individually appropriate, if we truly want all children to learn and succeed in school and in life. Similarly, curriculum content and assessment procedures in a free society such as ours should reflect the ideals of a participatory democracy such as personal autonomy, decision making, equality, and social justice. Schools should not only teach about democratic values

SAMPLE*

Early Childhood Program Goals

Each individual early childhood program should establish its own goals for children as the result of a consensual process. Those goals should address all domains—emotional, social, cognitive, and physical—and should attend to the development of desirable attitudes and dispositions, skills and processes, knowledge and understanding. Following is a **sample** goal statement for a program serving children 3 through 8 years of age.

Responsible adults want children to:

- Develop a positive self-concept and attitude toward learning, self-control, and a sense of belonging
- Develop curiosity about the world, confidence as a learner, creativity and imagination, and personal initiative
- Develop relationships of mutual trust and respect with adults and peers, understand perspectives of other people, and negotiate and apply rules of group living
- Understand and respect social and cultural diversity
- Know about the community and social roles
- Use language to communicate effectively and to facilitate thinking and learning
- Become literate individuals who gain satisfaction as well as information from reading and writing
- Represent ideas and feelings through pretend play, drama, dance and movement, music, art and construction
- Think critically, reason, and solve problems
- Construct understanding of relationships among objects, people, and events such as classifying, ordering, number, space, and time
- Construct knowledge of the physical world, manipulate objects for desired effects, and understand cause and effect relationships
- Acquire knowledge of and appreciation for the fine arts, humanities, and sciences
- Become competent in management of their bodies and acquire basic physical skills, both gross motor and fine motor
- Gain knowledge about the care of their bodies and maintain a desirable level of health and fitness

**For illustrative purposes only—not an official position*

but should provide opportunities for children "to live democratically in the microcosm of the classroom" (Kessler, in press).

Curriculum content (what children are to learn), learning processes (how children learn), instructional strategies (how to teach), environment (the learning context), and assessment strategies (how to know that learning has occurred and what curriculum adjustments are needed) are all interrelated and constitute the educational program. A complete discussion of these topics is beyond the scope of this document. For more information on NAEYC's positions on appropriate instructional strategies and learning processes, see *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8* (1987), edited by S. Bredekamp.

Guidelines for curriculum content

The guidelines in this document apply to educational programs for **all** children ages 3 through 8. Recently, many specialized programs, such as those for children identified as at-risk, gifted, developmentally delayed, learning disabled, physically or emotionally disabled, have been developed primarily because traditional curriculum and classroom practice have not been responsive to a wide range of individual differences. Developmentally appropriate curriculum and practices, such as those described in this document, are more likely to accommodate to a broader range of individual differences. When a child requires specialized services that go beyond what can be provided within regular classroom experiences, then those services should be provided in programs that also meet these guidelines.

Guidelines are standards or principles by which to make a judgment or determine a course of action. The following statements are guidelines to use in making decisions about developing and/or selecting curriculum content for young children (what children are expected to know and be able to do). Guidelines are followed by elaborating paragraphs. To judge curriculum appropriate and acceptable, positive evidence should exist that **all** guidelines are met. Curriculum should be evaluated at the level of implementation, as well as at previous points in time when curriculum decisions are made. For instance, a curriculum decision made at a district or agency level may appear to conform to the guidelines, but when implemented at the classroom level, it may not. Likewise, if curriculum appears to be weak in meeting one or more guidelines, it may be possible to compensate for the weakness during implementation by teachers in classrooms.

1. The curriculum has an articulated description of its theoretical base that is consistent with prevailing professional opinion and research on how children learn.

Curriculum should be grounded in the most current knowledge of child development and learning. The prevailing world view reflects a developmental, interactive, constructivist approach to learning that is not limited to the almost exclusively behaviorist approach that permeated curriculum and assessment in this country for the past several decades.

2. Curriculum content is designed to achieve long-range goals for children in all domains—social, emotional, cognitive, and physical—and to prepare children to function as fully contributing members of a democratic society.

Curriculum should address the development and learning of the whole child. This means that curriculum in primary grade schools must attend to social, emotional, and physical goals as well as cognitive goals. Likewise, programs for 3- and 4-year-olds need to address cognition as well as social, emotional, and physical development. In addition, curriculum content and processes should reflect democratic ideals of community involvement, liberty, freedom of choice, equality, fairness, and justice.

3. Curriculum addresses the development of knowledge and understanding, processes and skills, dispositions and attitudes.

The acquisition of knowledge and the mastery of skills is accomplished so as to ensure that children will be disposed to apply the knowledge or skill and so that children associate positive feelings with the learning (Katz, 1989). For example, if reading instruction is limited to drill and practice on phonics and word attack skills, children may choose to not read because they find no pleasure or satisfaction in reading or do not understand what they decode. On the other hand, if children are motivated to get meaning from reading, they are more likely to respond to instruction in use of phonetic cues.

4. Curriculum addresses a broad range of content that is relevant, engaging, and meaningful to children.

The human mind is a pattern detector; the child naturally attempts to make meaning out of every experience. As a result, what is meaningful is always more easily learned, understood, and remembered. Effective curriculum develops knowledge and skills in a meaningful context, not in isolation. For example, children learn numerals and number concepts by counting real objects, not by filling in workbook pages. Children learn letters and their sounds from using them in their name, signs, or stories that are meaningful to them, rather than by tracing them on a page or reciting the alphabet repeatedly. The younger the child, the more important it is to provide curriculum content that is close to the child's experience and therefore more likely to be meaningful.

5. Curriculum goals are realistic and attainable for most children in the designated age range for which they were designed.

Curriculum planning should adjust for normative differences in children's development and learning. Children should not be expected to comprehend abstract/symbolic concepts or master skills or content that can be acquired much more easily later on. To some extent, this guideline addresses the issue of efficiency in teaching and learning. For instance, first, second, and third grade teachers all report that children cannot comprehend place value; they spend hours trying to teach this abstract concept and children either become frustrated or resort to memorizing meaningless tricks. This is

an example of an unrealistic objective that could be attained much more easily later on.

Curriculum decisions about when children are expected to acquire knowledge and skills are based on age-group, individual, and cultural expectations. Curriculum expectations of young children are flexible and dynamic, rather than deterministic and lock-step, since there is no universal sequence of skills development. The curriculum allows for children to work at different levels on different activities and does not require all the children to do the same thing at the same time. Decisions about when knowledge and skills are introduced and/or expected to be accomplished are based on knowledge of the prior experiences of individual children in a group, knowledge of prerequisite intellectual structures, and knowledge about typical patterns of development and learning.

6. Curriculum content reflects and is generated by the needs and interests of individual children within the group. Curriculum incorporates a wide variety of learning experiences, materials and equipment, and instructional strategies, to accommodate a broad range of children's individual differences in prior experience, maturation rates, styles of learning, needs, and interests.

Curriculum planning should anticipate the interests that are typical of children of different ages and also emerge from the interests that children demonstrate. Interest can also be generated by exposing children to events, materials and people that children would not experience otherwise. Educators must choose which of children's interests to support and which to ignore. In addition, educators have a responsibility to nurture certain interests, particularly those that are tied to cultural values such as the value of children's autonomy and creative experience.

7. Curriculum respects and supports individual, cultural, and linguistic diversity. Curriculum supports and encourages positive relationships with children's families.

The curriculum embraces the reality of multiculturalism in American society by providing a balance between learning the common core of dominant cultural knowledge (for example, the English language, democratic values) and knowledge of minority cultures. Curriculum accommodates children who have limited English proficiency. All the cultures and primary languages of the children are respectfully reflected in the curriculum.

8. Curriculum builds upon what children already know and are able to do (activating prior knowledge) to consolidate their learning and to foster their acquisition of new concepts and skills.

For example, there is no body of knowledge possessed by all children of the same age, just as there is no universal sequence of learning. Because children bring meaning to learning experiences based on their past experiences and individual development, different children acquire different learnings from the same experience. As a result, curriculum for young children should not be based on a rigid scope and sequence but should help children connect new learning to what they already know and are able to do.

9. The curriculum provides conceptual frameworks for children so that their mental constructions based on prior knowledge and experience become more complex over time.

Conceptual organizers such as themes, units, or projects give children something meaningful and substantive to engage their minds. It is difficult for children to make sense of abstract concepts such as colors, mathematical symbols, or letter sounds when they are presented at random or devoid of any meaningful context.

10. Curriculum allows for focus on a particular topic or content, while allowing for integration across traditional subject-matter divisions by planning around themes and/or learning experiences that provide opportunities for rich conceptual development.

Children's learning is not compartmentalized or divided into artificial subject matter distinctions. The purpose of integrating curriculum is to reflect the natural way children learn and also to help children make connections between what they learn at home and in the program, between what they learn in school and the real world, and between different disciplines or subject matter areas (British Columbia Ministry of Education, 1990). The curriculum provides for long blocks of time to bring naturally related subjects together and does not require minimal time allotments for instruction in discrete subject matter. For example, children read and write about a science experiment they have done or measure and estimate the number of blocks they will need to build a store.

11. The curriculum content has intellectual integrity; content meets the recognized standards of the relevant subject-matter disciplines.

Regardless of the age of the child, educators have a responsibility to respect the knowledge base of the appropriate disciplines when formulating curriculum. In an attempt to simplify content, curriculum developers sometimes present inaccurate, misleading, or potentially confusing information. If the specific content is related to a particular discipline, then it should be as accurate as possible (although children's constructions of knowledge will not mirror adult conceptions.) For example, science curriculum should be factual and not promote magical thinking in children; likewise, children should be exposed to literature, poetry, and works of art and music of recognized quality.

12. The content of the curriculum is worth knowing; curriculum respects children's intelligence and does not waste their time.

Content should be included in curriculum for specific age groups because it is important for children to learn to function capably in their world. Content goals should include what children can learn efficiently and effectively at this time. Children and teachers should not have to waste time trying to address content that is meaningless, or could be learned much more easily when the child is older.

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13. Curriculum engages children actively, not passively, in the learning process. Children have opportunities to make meaningful choices.

The curriculum provides for children's direct experience before moving to more abstract levels of understanding. The curriculum or learning experience builds on children's prior learning and previous knowledge, thus sensory experience is not prerequisite in every situation but vital when introducing new concepts or information. Encouraging and permitting children to make real choices fosters interest and engagement. For instance, children should have opportunities to express their own ideas in writing and to read books of their choosing as well as those that the entire group will address.

14. Curriculum values children's constructive errors and does not prematurely limit exploration and experimentation for the sake of ensuring "right" answers.

Overemphasis on standardized test scores and the acquisition of basic skills has made teachers and parents uncomfortable with the natural process of the child's construction of knowledge. The fact is that teachers can learn a great deal about children's thinking and reasoning and level of cognitive development by attending to their "wrong" answers.

15. Curriculum emphasizes the development of children's thinking, reasoning, decision-making, and problem-solving abilities.

Curriculum emphasizes both content and process, what children need to know and be able to do. Curriculum content gives meaning to process, rather than focusing on isolated facts. Skills are taught in the context of activities that are meaningful to the child, rather than teaching skills in isolation (Lloyd-Jones & Lunsford, 1989).

16. Curriculum emphasizes the value of social interaction to learning in all domains and provides opportunities to learn from peers.

Social interaction with peers and adults is essential for children to develop real understanding. Social interaction also provides opportunities for children to learn cooperation and other kinds of positive social behavior. Multi-age grouping is one strategy to promote social interaction among individual children and their more capable peers, an effective way of enhancing language competence and generally assisting children's progress to the next level of development and understanding.

17. Curriculum is supportive of children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment/elimination.

Curriculum should respect and meet children's physical needs while also promoting children's independent functioning and ability to meet their own needs. Children should not be required to sit still for long periods without a break. Under no circumstances should children who need regular opportunities to move their bodies be kept indoors to complete tasks or deprived of food as punishment.

18. Curriculum protects children's psychological safety, that is, children feel happy, relaxed, and comfortable rather than disengaged, frightened, worried, or stressed.

Decisions about curriculum should respect children's psychological safety. For instance, the content itself should not generate fear or confusion, nor should the premature expectation of mastery of skills generate stress.

19. The curriculum strengthens children's sense of competence and enjoyment of learning by providing experiences for children to succeed from their point of view.

Sometimes teachers seem to use as their primary criterion for selecting curriculum, "But the children just love it!" Enjoying the curriculum is an important but insufficient criterion for curriculum selection. Worthwhile curriculum does not have to entertain children. Instead, children's enjoyment can derive from positive feelings about self and meaningful learning, as they realize their own progress and growing competence.

20. The curriculum is flexible so teachers can adapt to individual children or groups.

The curriculum suggests alternatives as well as assumes that teachers will use their own professional judgment.

Suggestions for using the curriculum guidelines

Developing curriculum or deciding whether a particular curriculum is appropriate for a specific group of children is a complex task that requires consideration of many variables. To facilitate the task of using the Curriculum Guidelines, we have phrased each of the guidelines as a question. We suggest that a curriculum committee, composed of six to eight teachers, review a proposed curriculum by subjecting it to these questions. An approved curriculum would be one for which a group of early childhood professionals could consensually agree in the affirmative to each of the following questions:

1. Does it promote interactive learning and encourage the child's construction of knowledge?
2. Does it help achieve social, emotional, physical, and cognitive goals?
3. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
4. Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?
5. Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?
6. Is it of interest to children and to the teacher?
7. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
8. Does it build on and elaborate children's current knowledge and abilities?
9. Does it lead to conceptual understanding by helping children construct

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their own understanding in meaningful contexts?

10. Does it facilitate integration of content across traditional subject matter areas?

11. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?

12. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?

13. Does it encourage active learning and allow children to make meaningful choices?

14. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?

15. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision making?

16. Does it promote and encourage social interaction among children and adults?

17. Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?

18. Does it promote feelings of psychological safety, security, and belonging?

19. Does it provide experiences that promote feelings of success, competence, and enjoyment of learning?

20. Does it permit flexibility for children and teachers?

Guidelines for appropriate assessment

Assessment is the process of observing, recording and otherwise documenting the work children do and how they do it, as a basis for a variety of educational decisions that affect the child. Assessment is integral to curriculum and instruction. In early childhood programs, assessment serves several different purposes: (1) to plan instruction for individuals and groups and for communicating with parents, (2) to identify children who may be in need of specialized services or intervention, and (3) to evaluate how well the program is meeting its goals.

The following guidelines first address the primary use of assessment for planning instruction and communicating with parents. Guidelines for screening and program evaluation follow. (For additional information on the topic of assessment, see also NAEYC's Position Statement on Standardized Testing of Young Children (NAEYC, 1988) and Unacceptable Trends in Kindergarten Entry and Placement (NAECS/SDE, 1987), and Kamii (1990).)

Guidelines for planning instruction and communicating with parents. Assessment of children's development and learning is absolutely necessary if teachers are to provide curriculum and instruction that is both age-appropriate and individually appropriate. An initial assessment is necessary for teachers to get to know children and to adjust the planned curriculum. The appropriate use of initial assessment is to find out what children already know and are able to do and to use this information to adjust the curriculum to the individual children. Too often, initial assessment takes the form of "readiness testing" with young children or "achievement testing" with older children, the results of which are used to exclude children from the program, track them by ability, or otherwise label them. How the initial assessment is conducted will determine the accuracy and usefulness of the findings. To provide an accurate picture of children's capabilities, teachers must observe children over time; information obtained on one brief encounter may be incomplete or distorted. Likewise, initial assessment information must be used to adjust curriculum and instruction. If assessment data are ignored and no adjustments are made, then the data should not be collected. Moreover, assessment data should be used to bring about benefits for children such as more individualized instruction; it should not be used to recommend that children stay out of a program, be retained in grade, or be assigned to a segregated group based on ability or developmental maturity.

The following principles should guide assessment procedures for children ages 3 through 8:

1. Curriculum and assessment are integrated throughout the program; assessment is congruent with and relevant to the goals, objectives, and content of the program.

2. Assessment results in benefits to the child such as needed adjustments in the curriculum or more individualized instruction and improvements in the program.

3. Children's development and learning in all the domains—physical, social, emotional, and cognitive—and their dispositions and feelings are informally and routinely assessed by teachers' observing children's activities and interactions, listening to them as they talk, and using children's constructive errors to understand their learning.

4. Assessment provides teachers with useful information to successfully fulfill their responsibilities: to support children's learning and development, to plan for individuals and groups, and to communicate with parents.

5. Assessment involves regular and periodic observation of the child in a wide variety of circumstances that are representative of the child's behavior in the program over time.

6. Assessment relies primarily on procedures that reflect the ongoing life of the classroom and typical activities of the children. Assessment avoids approaches that place children in artificial situations, impede the usual learning and developmental experiences in the classroom, or divert children from their natural learning processes.

7. Assessment relies on demonstrated performance, during real, not contrived activities, for example, real reading and writing activities rather than only skills testing (Engel, 1990; Teale, 1988).

8. Assessment utilizes an array of tools and a variety of processes including but not limited to collections of representative work by children (artwork, stories they write, tape recordings of their reading), records of systematic observations by teachers, records of conversations and interviews with children, teachers' summaries of children's progress as individuals and as groups (Chittenden & Courtney, 1989; Goodman, Goodman, & Hood, 1989).

9. Assessment recognizes individual diversity of learners and allows for differences in styles and rates of learning. Assessment takes into consideration

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children's ability in English, their stage of language acquisition, and whether they have been given the time and opportunity to develop proficiency in their native language as well as in English.

10. Assessment supports children's development and learning; it does **not** threaten children's psychological safety or feelings of self-esteem.

11. Assessment supports parents' relationships with their children and does not undermine parents' confidence in their children's or their own ability, nor does it devalue the language and culture of the family.

12. Assessment demonstrates children's overall strengths and progress, what children **can** do, not just their wrong answers or what they cannot do or do not know.

13. Assessment is an essential component of the teacher's role. Since teachers can make maximal use of assessment results, the teacher is the **primary** assessor.

14. Assessment is a collaborative process involving children and teachers, teachers and parents, school and community. Information from parents about each child's experiences at home is used in planning instruction and evaluating children's learning. Information obtained from assessment is shared with parents in language they can understand.

15. Assessment encourages children to participate in self-evaluation.

16. Assessment addresses what children can do independently and what they can demonstrate with assistance, since the latter shows the direction of their growth.

17. Information about each child's growth, development, and learning is systematically collected and recorded at regular intervals. Information such as samples of children's work, descriptions of their performance, and anecdotal records is used for planning instruction and communicating with parents.

18. A regular process exists for periodic information sharing between teachers and parents about children's growth and development and performance. The method of reporting to parents does not rely on letter or numerical grades, but rather provides more meaningful, descriptive information in narrative form.

Guidelines for identifying children with special needs. Another major purpose of assessing children is to identify children with special needs in order to ensure that they receive appropriate services and/or intervention. The identification process involves at least two steps: screening and diagnosis. Screening is a brief assessment procedure designed to identify children who **may** have a learning problem or handicapping condition that requires more intensive diagnosis based on many sources of information, including that obtained from parents and expert diagnosticians (Meisels, 1985). Formal screening is warranted when parents, teachers, or other professionals suspect that a child may have such a problem. Screening should never be used to identify second language learners as "handicapped," solely on the basis of their limited abilities in English. The word "screening" is sometimes used erroneously to refer to the administration of formal or informal readiness tests by which teachers get to know children so they can begin the process of tailoring the curriculum that they planned for all the children to the individual children in their group. This process is more accurately described as assessment for planning instruction and therefore the guidelines above apply to these situations.

Components of the screening process (ILASCD, 1989) typically include a range of activities which allow the screener to observe and record children's physical health, fine/gross motor skills, social interactions, emotional expressions, communication competence, concept development, and adaptive skills. A parent interview obtains the following information, at a minimum: medical history, general health, family health concerns, serious or chronic illness, family composition, parent perception of child's social-emotional and cognitive development.

The following principles (ILASCD, 1989; Maryland Department of Education, 1989) should guide assessment procedures used to identify children's special needs:

1. Results of screening tests are **not** used to make decisions about entrance to school or as the single criterion for placement in a special program, but rather are used as part of a thorough process of diagnosis designed to ensure that children receive the individual services they need.

2. Any standardized screening or diagnostic test that is administered to a child is valid and reliable in terms of the background characteristics of the child being tested and the test's intended purposes. This is determined by a careful review of the reliability and validity information that is provided in the technical manual that accompanies the test and of independent reviews of tests such as those available in Buros' Mental Measurement Yearbook.

3. When a child is formally tested, the procedures conform with all regulations contained in P.L. 94–142. Parents are informed in advance, and information about the test and test results are shared with the child's parents. Any interpretation of test scores describes, in non-technical language, what the test covered, what the scores do and do not mean (common misinterpretations of the test scores) and how the results will be used. Allowances are made for parents to remain with the child during screening, if desired.

4. The screener approaches all interactions with children in a positive manner. The screener has knowledge of and prior experience with young children in order to score the measure accurately and support the validity of the results.

5. The younger the child, the more critical it is that the screening activities involve the manipulation of toys and materials rather than pictures and paper/pencil tasks.

6. If the results of the screening indicate that a child has not performed within an average developmental range, the child is seen individually by an experienced diagnostician who is also an expert in child development.

7. If a comprehensive diagnostic process is recommended after screening, key conditions warranting the implementation of this process should be delineated and documented for the parents in writing in non-technical language they can understand.

Throughout the assessment process, parents must be informed in writing about diagnostic resources, parent rights and reasons for referral, as well as rights of refusal.

Guidelines for program evaluation and accountability. Whenever children are served in a program, it is essential that the program be evaluated regularly to ensure that it is meeting its goals and that children and families are benefitting from participation. In recent years, standardized test scores have become the primary vehicle for demonstrating that schools and teachers are accountable. Too often, this practice has led to blaming children who are ill-served by the program or punishing districts that do not measure up to expectations without examining all components of the program. Overreliance on standardized achievement test scores as the only indicator of program effectiveness has had a detrimental effect on curriculum. Therefore, any effort to reform curriculum must be matched by testing reform. Data obtained through program evaluation should be used to identify areas in need of staff development or other support.

The following guidelines are designed to guide program evaluation efforts:

1. In constructing assessment procedures related to evaluating programs or determining program accountability, no other stated principles of curriculum or assessment are violated.

2. Performance data of children collected by teachers to plan instruction are summarized and quantified by teachers and administrators to use in evaluating how well the program is meeting its goals for children and families.

3. The program uses multiple indicators of progress in all developmental domains to evaluate the effect of the program on children's development and learning. Group-administered, standardized, multiple-choice achievement tests are prohibited before third grade, preferably fourth. (See Kamii, Ed., 1990.)

4. All components of the program are evaluated to judge program effectiveness within the overall context of opportunities provided for children and families, including staff development and evaluation, parent satisfaction and feelings about how well the program serves their children and their opportunities for involvement, administration, physical environment, and health and safety. Results of outside, independent evaluation such as that obtained from program accreditation is useful in program evaluation.

5. Programs which are mandated to use a standardized test of children's progress for program evaluation or accountability purposes employ a sampling method whenever feasible. This approach eliminates the need to subject all children to a testing procedure which can consume large blocks of time, cause undue stress, and produce results which are used for unwarranted decisions about individual children.

Applying the assessment guidelines

As with curriculum decisions, assessment decisions should reflect the consensual opinion of early childhood professionals as well as assessment experts. To facilitate this process, we have phrased the foregoing guidelines as questions. Evaluation of current or proposed assessment procedures and or instruments should result in affirmative responses to **all** of these questions.

Questions to ask in evaluating a program's assessment procedures

1. Is the assessment procedure based on the goals and objectives of the specific curriculum used in the program?

2. Are the results of assessment used to benefit children, i.e., to plan for individual children, improve instruction, identify children's interests and needs, and individualize instruction, rather than label, track, or fail children?

3. Does the assessment procedure address all domains of learning and development—social, emotional, physical, and cognitive—as well as children's feelings and dispositions toward learning?

4. Does assessment provide useful information to teachers to help them do a better job?

5. Does the assessment procedure rely on teachers' regular and periodic observations and record-keeping of children's everyday activities and performance so that results reflect children's behavior over time?

6. Does the assessment procedure occur as part of the ongoing life of the classroom rather than in an artificial, contrived context?

7. Is the assessment procedure performance-based, rather than only testing skills in isolation?

8. Does the assessment rely on multiple sources of information about children such as collections of their work, results of teacher interviews and dialogues, as well as observations?

9. Does the assessment procedure reflect individual, cultural, and linguistic diversity? Is it free of cultural, language, and gender biases?

10. Do children appear comfortable and relaxed during assessment rather than tense or anxious?

11. Does the assessment procedure support parents' confidence in their children and their ability as parents rather than threaten or undermine parents' confidence?

12. Does the assessment examine children's strengths and capabilities rather than just their weaknesses or what they do not know?

13. Is the teacher the primary assessor and are teachers adequately trained for this role?

14. Does the assessment procedure involve collaboration among teachers, children, administrators, and parents? Is information from parents used in planning instruction and evaluating children's learning? Are parents informed about assessment information?

15. Do children have an opportunity to reflect on and evaluate their own learning?

16. Are children assessed in supportive contexts to determine what they are capable of doing with assistance as well as what they can do independently?

17. Is there a systematic procedure for collecting assessment data that facilitates its use in planning instruction and communicating with parents?

18. Is there a regular procedure for communicating the results of assess-

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ment to parents in meaningful language, rather than letter or number grades, that reports children's individual progress?

Questions to ask in evaluating screening/diagnostic procedures

1. Are screening test results used only as a first step in a systematic diagnostic procedure for identifying children with special needs? Are screening test results **never** used to deny children entrance to a program or as the sole criterion for assignment to a special program?

2. Are the screening tests used reliable and valid for the purpose for which they are used? Are the technical adequacies of standardized measures carefully evaluated by knowledgeable professionals?

3. Are parents informed in advance when children are screened? Is the purpose and procedure carefully explained to parents and are parents permitted to stay with their child if desired?

4. Is the screener knowledgeable about young children and able to relate to them in a positive manner?

5. Does the screening procedure involve concrete hands-on activities rather than paper-and-pencil tasks?

6. Does the screening procedure lead to systematic diagnosis of potential handicapping conditions or health problems for the children for which this is warranted?

7. Are parents informed of the procedures and their rights throughout the screening/diagnosis procedure?

Questions to ask in evaluating program evaluation procedures

1. Is the program evaluation procedure congruent with all other stated principles of curriculum and assessment?

2. Does the program evaluation summarize and quantify the results of performance-based assessments of children's progress conducted by classroom teachers?

3. Does the program evaluation incorporate many indicators of children's progress, rather than standardized, group-administered achievement test scores?

4. Does the program evaluation address all components of the delivery of the program instead of being limited to measuring outcomes for children?

5. Is sampling used in situations where the administration of a standardized achievement test is mandated?

Next steps: Resources and strategies for implementation

The guidelines presented here are the result of two years of work and the thoughtful input of hundreds of early childhood professionals and were adopted by the Boards of NAEYC and NAECS/SDE in November 1990. These guidelines are principles to guide decisions, both theoretical and practical, about what should be included in curriculum and how learning should be assessed. The development of these guidelines has been a challenging task. We feel that we were able to address most of the concerns of reviewers, but one major issue remains unresolved. A few of our critics justifiably pointed out that the guidelines are not specific enough to achieve our goal of helping curriculum developers determine what content is appropriate and when. We struggled with this challenge, hesitating to be more specific because we do not want to be prescriptive and also because age-appropriateness is only one dimension of determining an appropriate curriculum. The need to adjust for individual differences is equally important as are other factors. To address the need for greater specificity, we developed a framework for determining age-appropriate and individually appropriate content that is briefly described below. In fall 1991, NAEYC will publish a book that will include the official position, and will include specific chapters illustrating the application of the framework to curriculum goals. A number of national organizations and experts in the subject matter disciplines have recently developed excellent resources for improving curriculum that are congruent with the guidelines presented in this document. The volume to be published by NAEYC in fall 1991 will expand on the existing curriculum recommendations by placing the recommendations within a model of child development and learning. This book will be an NAEYC Comprehensive Membership Benefit. The framework and some examples of its utility are briefly described below.

A framework for determining age- and individually appropriate content

It is possible to identify goals for the full age-range served in an early childhood program as on page 28. However, specific content and learning objectives appropriate for each age group will vary. For example, curriculum to promote literacy development will look quite different for 3-year-olds than for 8-year-olds. Similarly, expectations of what children are capable of understanding and doing will vary according to the age and experience of the children.

Determining age-appropriate and individually appropriate expectations is the key to making good curriculum decisions. Such decisions are best made at the classroom level where teachers know the individual children and community. However, many important curriculum decisions are made at a level far removed from the individual child, such as when the school district adopts a textbook series for each grade level or when the curriculum specialist for a child care system adopts a commercially available curriculum or develops one for all centers.

As indicated earlier, curriculum has many sources among which are: child development knowledge, knowledge of individuals, community expectations, and the content of the disciplines. In developing and/or selecting appropriate curriculum content, all of these sources are activated; but for the curriculum to be developmentally appro-

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priate, knowledge of child development must be of primary consideration. If the curriculum expectations are not realistic and attainable for the age group in general, then it is less likely that the curriculum can be made individually appropriate or that the goals can be achieved, regardless of community expectations or other variables.

Because learning and development are so individualized, it is not possible nor desirable to establish uniform age-appropriate expectations. However, it is possible to identify parameters to guide decisions about the appropriateness of curriculum expectations. Following is a framework for determining age-appropriate curriculum content. This framework reflects the cycle of human learning—movement from awareness, to exploration, to inquiry, to utilization (Rosegrant, 1989; see pp. 24–27 of this document). **Awareness** is broad recognition of the parameters of the learning—events, objects, people, or concepts; awareness comes from experience. **Exploration** is the process of figuring out the components or attributes of events, objects, people, or concepts by whatever means available. Exploration is the process whereby children bring their own personal meaning to their experiences. **Inquiry** is the process of developing understanding of commonalities across events, objects, people, or concepts. At this point, the child begins to generalize their personal concepts and adapt them to more adult ways of thinking and behaving. **Utilization** is the functional level of learning, at which children can apply or make use of their understanding of events, objects, people, or concepts. To learn something new, children must become aware, explore, inquire, use and apply. This process occurs over time and reflects movement from learning that is informal and incidental, spontaneous, concrete-referenced, and governed by the child's own rules to learning that is more formal, refined, extended, enriched, more removed in time and space from concrete references and more reflective of conventional rule systems.

To illustrate this cycle, think of the process of learning to write. Three- and 4-year-olds usually demonstrate an awareness of print from their experi-

Model of Learning and Teaching

What Children Do	What Teachers Do
Awareness	
Experience	Create the environment
Acquire an interest	Provide opportunities by introducing new objects, events, people
Recognize broad parameters	Invite interest by posing problem or question
Attend	Respond to child's interest or shared experience
Perceive	Show interest, enthusiasm
Exploration	
Observe	Facilitate
Explore materials	Support and enhance exploration
Collect information	Provide opportunities for active exploration
Discover	Extend play
Create	Describe child's activity
Figure out components	Ask open-ended questions, "What else could you do?"
Construct own understanding	Respect child's thinking and rule systems
Apply own rules	Allow for constructive error
Create personal meaning	
Inquiry	
Examine	Help children refine understanding
Investigate	Guide children, focus attention
Propose explanations	Ask more focused questions, "What else works like this? What happens if?"
Focus	Provide information when requested, "How do you spell?"
Compare own thinking with that of others	Help children make connections
Generalize	
Relate to prior learning	
Adjust to conventional rule systems	
Utilization	
Use the learning in many ways; learning becomes functional	Create vehicles for application in real world
Represent learning in various ways	Help children apply to new situations
Apply to new situations	Provide meaningful situations to use learning
Formulate new hypotheses and repeat cycle	

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ences of being read to or observing that signs convey messages. Some fours and most 5-year-olds begin to explore print by scribbling, drawing, using their own inventive spelling to write words, and re-reading what they have written. Six-year-olds begin to more carefully examine print, looking for patterns, detecting similarities and differences in letters and words. Most 7- and 8-year-old children are beginning to utilize the conventional rule systems that govern written language to function as effective readers and writers.

The cycle of learning repeats itself as children's concepts and skills become more elaborated. This cycle—awareness to utilization—describes what children are doing at any given time. What teachers do looks different depending on where individual children are in this cycle of learning as illustrated in the chart on page 36. Not only must the teacher adjust her or his behavior depending on where the group of children are in this learning cycle, but the teacher must also identify where each child is on this continuum, plan, and interact accordingly. For instance, if a 6-year-old comes to school not having had opportunities to become aware of and explore print, the school needs to provide these experiences. This child cannot be expected to successfully begin with the conventions of print as most of the other 6-year-olds will do. Instead, time needs to be provided to create awareness and foster exploration, albeit not as much time as was given to this process more naturally. Similarly, another 6-year-old in the group may have had numerous prior opportunities to become aware of, explore, and examine print and this child may proceed to utilize the knowledge of print in writing.

Application of the framework can also be illustrated in the process of learning to read. The ability to recognize letters is one important predictor of successful reading, but adults often erroneously assume that direct instruction in letter recognition will achieve this end. Like the development of other knowledge, the ability to recognize letters begins in awareness and exploration. Three- and 4-year-olds should have many opportunities to become aware of letters in meaningful contexts by being read to and seeing environmental print. Some 4-year-olds and most fives will explore letters in many contexts and learn to recognize those that are most meaningful first. Some 5- and most 6-year-olds examine letters more closely, adjust their personal perceptions to the conventional uses of letters and are able to utilize the ability to recognize letters in a variety of contexts. Again, the normative expectation that 6-year-olds are at an inquiry level in letter recognition ability is predicated on their having had opportunities to become aware and explore letters in a variety of contexts. If they have not had those opportunities, then an expectation of understanding the conventional letter system at age six, is unrealistic.

Normative expectations of children of different ages will vary greatly depending on the specific curriculum objective or content. For example, the ability to express thoughts and feelings verbally so as to be clearly understood by others should be well-developed in most 4-year-olds. Awareness and exploration of verbal language naturally occurs in infancy and toddlerhood. This means that verbal language development would be a focused goal in preschool and kindergarten. Verbal language ability then becomes further refined and elaborated as it is utilized for many different purposes throughout the primary grades.

The utility of this framework can also be illustrated by applying it to a mathematics example. One of the K–4 curriculum standards of the National Council of Teachers of Mathematics (1989) is measurement. Of course, the expectation of children's understanding of measurement should vary enormously depending on age and individual experience. An appropriate expectation of 3- and 4-year-olds is awareness and exploration of relative size differences. Fours, fives, and sixes should explore the concept of measurement using their own non-standard units of measure, such as how many blocks long the building is or how many of their own hands tall they are. Having grasped the concept of measuring by inventing their own units of measure, 7- and 8-year-olds can then begin to apply the standard units of measurement.

Utilizing this framework to conceptualize both age-appropriate and individually appropriate curriculum expectations has several advantages. It emphasizes the need for teachers at all levels to understand the entire continuum of learning. It helps to emphasize the importance and value of awareness and exploration in the learning process; but it also acknowledges that creating interest and allowing for exploration are only part of the continuum of learning. Depending on the specific curriculum goal and the individual children in the group, teachers assist the inquiry process whereby children's learnings are extended, refined, and adjusted to the conventional adult constructs and thereby applicable in many contexts. Children in any group are at all stages along the continuum of learning relative to the curriculum content and depending on their individual experiences. Attention to the full learning continuum corrects the error of premature expectation of mastery just as it corrects the error of assuming that exploration is the end goal in every learning situation.

Early childhood educators and curriculum developers are encouraged to think about this framework in their daily work with children and to use it as a tool for analyzing and conceptualizing appropriate curriculum expectations for individuals and groups of children.

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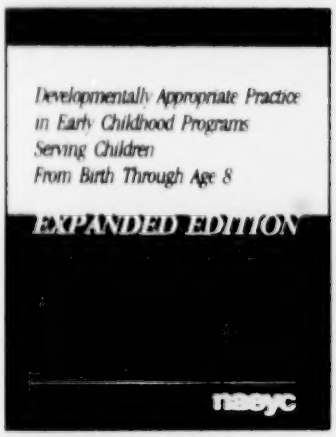

This definitive work is our profession's consensus of what are appropriate and inappropriate practices.
NAEYC order #224 $5

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Appendix B

A Checklist for Evaluating an Early Childhood Curriculum

Adapted with permission from the National Association for the Education of Young Children, "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8," *Young Children*, March 1991, pp. 31-32.

A Checklist for Evaluating an Early Childhood Curriculum

Curriculum is an organized framework that delineates the content children are to learn, the processes through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur. The early childhood profession defines curriculum in its broadest sense, encompassing prevailing theories, approaches, and models.

Curriculum: _____.

Reviewed by: _____

	Guideline	Yes	No
1.	Does it promote interactive learning and encourage the child's construction of knowledge?		
2.	Does it help achieve social, emotional, physical, and cognitive goals?		
3.	Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?		
4.	Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?		
5.	Are the expectations realistic and attainable at this time or could the children more easily acquire the knowledge or skills later on?		
6.	Is it of interest to children and to the teacher?		
7.	Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?		
8.	Does it build on and elaborate children's current knowledge and abilities?		

	Guideline	Yes	No
9.	Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?		
10.	Does it facilitate integration of content across traditional subject matter areas?		
11.	Is the information presented accurate and credible according to the recognized standards of the relevant discipline?		
12.	Is this content worth knowing? Can it be learned by these children efficiently and effectively now?		
13.	Does it encourage active learning and allow children to make meaningful choices?		
14.	Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?		
15.	Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision making?		
16.	Does it promote and encourage social interaction among children and adults?		
17.	Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest and nourishment/elimination?		
18.	Does it promote feelings of psychological safety, security, and belonging?		
19.	Does it provide experiences that promote feelings of success, competence, and enjoyment of learning?		
20.	Does it permit flexibility for children and teachers?		

Head Start Demonstration Grants enable local agencies to plan and implement creative approaches to solve long-standing and/or emerging challenges that face program families with regard to child development, as well as social and economic factors. The collective experiences and insights of Head Start grantees who developed and impiemented innovative demonstration projects as part of the 1988 Innovative Demonstration Grants funding cycle are surveyed in this document.

These projects address a wide array of topics including substance abuse prevention, teen parenting, education, family self-sufficiency, family child care, mental health, and use of computers in Head Start classrooms. Many communities are searching for effective ways to address similar issues, so ACYF encourages recipients of demonstration grants to disseminate information about their projects' designs, implementation, and outcomes to interested agencies. Head Start staff are encouraged to network with each other, using this report as a resource, as they strive to improve the program's comprehensive services to young children and their families.

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